Special Committee to Review the
Education Act of Nunavut
Iqaluit, Nunavut
<b>May 13, 2015</b>

Members Present: Pat Angnakak George Hickes, Chair Simeon Mikkungwak, Co-Chair Joe Savikataaq Hon. Jeannie Ugyuk

#### **Staff Members**:

Karen Aglukark Stephen Innuksuk Siobhan Moss

### Interpreters:

Gwen Angulalik Mali Curley Andrew Dialla Allan Makhagak Blandina Tulugarjuk

## Witnesses:

Bradley Archambault Jim Kreuger John MacDonald Kathy Okpik Robbie Qammaniq

>>Committee commenced at 8:59

**Chairman** (Mr. Hickes): Thank you, everybody. I would like to welcome all Members to the proceedings on the review of the *Education Act*.

I would like to ask Mr. Mikkungwak to lead us in prayer for the day. Thank you.

## >>Prayer

Chairman: Thank you, Mr.	
Mikkungwak. I'll just start off with my	<b>Δﻪ/≪ϷϹናゅ</b> (ጋኣ፞ትበJና): ናdᢞ᠌ᡅ᠋ᠮᡃᢆ᠈, ᠋ᠮᡃᢗ
	ᡏᢨ᠋ᡃᡁᢦ᠋ᡃᢛ. ᠘᠋᠋᠋᠘᠋᠋᠋᠋ᢛᢧᢣᢣ᠋ᡣ᠋᠌᠌ᡰ᠋᠋᠋Ďᢧᡆᡆ᠕ᢉᢦᢓᠺ᠒ᡣᠳᢦ᠋ᠺᢑ᠙᠋

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**کنہٰڈ**: اکٹ ط<sup>ی</sup>اذیہ ایک طرح ط<sup>و</sup>کت Ude طرح ۲۰۹۵ ایک کی

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**Δ<sup></sup>ν/≪ϷϹ<sup>;</sup>** (Γ<sup>、</sup>C ΗΔ<sup>ϧ</sup>)(Ͻ<sup>ϳ</sup>,<sup>2</sup>). <sup>3</sup>d<sup>2</sup>α<sup>†</sup>, Δ.<sup>j</sup><sup>α</sup>α<sup>γ</sup>. <sup>4</sup><sup>L</sup><sub>2</sub> Ͻ<sup>α</sup><sup>δ</sup>υ<sup>λ</sup><sup>α</sup><sup>γ</sup><sup>γ</sup>, <sup>4</sup>bNLσ<sup>c</sup>Λ<sup>α</sup>σ<sup>σ</sup>, <sup>5</sup>PΓ<sup>5</sup><sup>2</sup>α<sup>δ</sup>σ<sup>4</sup><sup>6</sup>Λ<sup>c</sup><sub>2</sub>C Δ<sup>c<sup>α</sup></sup>σ<sup>4</sup><sup>5</sup>σ<sup>c</sup>α<sup>σ</sup>J<sup>c</sup> L<sup>c</sup>U<sup>5</sup><sup>F</sup>.

୮<sup>·</sup>୦ ୮၉° ህ፞፞ዻ<sup>ኈ</sup> ጋኑイዻኁσьዋና ୮ጋ∇፨ጘሀ<sub>ኖ</sub>ወረድዋ. የዓትኇወ፫<sub>ዮ</sub>

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opening comments and then we will proceed.	
Before proceeding, I would like to ask all Members, presenters, and visitors to put their cellphones and other electronic devices on silent mode.	᠕ᡗ᠊᠍᠌ᡆᡄᢂ᠋᠋ᢩᢨᠻᡊ᠋ᠳᡦ ᠘᠆᠋ᡶᡄᢂ᠋᠋᠅᠋ᡢᡄ᠋᠋ᡶᠺ ᢂ᠋᠋ᢑᡄ᠙ᡏᢀᠫ᠋᠉ᠫᢏ᠕᠋᠋᠋᠋᠋᠅᠆᠘᠆᠋᠕᠖ᢧ ᠣ᠕᠋᠋᠋ᡃᢐ᠌᠌᠌ᢄ᠅ᠳᠺ᠋ᠬ᠋᠋᠋᠋ᠬ᠋᠋ᢄ
I would like to take this time to formally welcome everyone present to this meeting of the Legislative Assembly's Special Committee to review the <i>Education Act</i> . We are meeting today on the occasion of the Special Committee's hearing on Nunavut's <i>Education Act</i> .	ΛልኘҌჼσ°σ° Ͻ°∿υఊ∩ና∩ϞL≫∿υ Δ౨°ឩ∿Ր°σ LϲυϲϷኘልϷ< b∩L≻ና≟ϑbΔ°ឩႪϽኘd∩∿ቦና ჼ₽Γჼ₽ឩ <sup>ູ</sup> ϭ⊲ႪϽ <u>Δ</u> Ϛ <i>Δϲ°σ⊲ΐσϲჀσ՟⅃</i> <i>Λኘd৮ʹϞረ۹ኘΓ</i> , b∩Lσ⊲ႪՈ՟౨Րና ⊲ၬL ೬೭∿σኘҌჼσ⊲ႪϽͿϚ <i>Δϲ°σ⊲ႪϽϲჀσ՟⅃ϚLϲႱႪ</i> .
First, I would like to introduce my Committee colleagues:	⊳ל⊲ ₽טרדלי:
<ul> <li>Simeon Mikkungwak, Co-Chair and Member for Baker Lake;</li> <li>Pat Angnakak, Member for Iqaluit- Niaqunnguu; and</li> <li>Mr. Joe Savikataaq, Member for Arviat South.</li> </ul>	⊀ΓϷ <sup>ͺ</sup> ΓΡ <sup>ͺ</sup> ህ⊲ <sup>ͺ</sup> , Δ <sup>៲</sup> γ≪ϷϹϷʹϧϹϷ√ <sup>ͺ</sup> ʹϧͰσ·Λϥ;ϳ·Ͽ ͰϲႱϲϷ <sup>ͺ</sup> ͽ Ϛ ͺͺϤ;Ϲͽ ͺͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ
The Hon. Paul Quassa, Minister of Education, who is also a Member of our Committee, cannot be with us today. However, we are very pleased to have his alternate, the Hon. Jeannie Ugyuk, joining us. Minister Quassa will be back with us tomorrow.	<፟
Today begins a two-day hearing during which we will hear from individuals and representatives from organizations who have presented written submissions to the Committee regarding Nunavut's <i>Education Act</i> .	స్పో ఎిిగిందడ్ అంకార్ సిఎ్ ఈ ఎ దివిరా సింహిందిని సార్లు గింకం సింహి రిందినికింది సింది సింహింది గింటి వింది సింది సి సింది సింది సి
The Committee was very pleased to receive nearly 40 written submissions on the <i>Education Act</i> since putting out a call for input last June. The Committee greatly appreciates the level of thought	ϤᡃLͻ ˤdልϤᢣϓϽϤ ϧΛͰϟϚϲϚ ϹĹϭ 40- ʹϒϾʹϭϚϽϭϷ ΛΛϚϳͽϷϲϷʹϤϚ ϹΔL <sup>ͼ</sup> ʹϧϭϷ ϹʹͽϧϧϥϲʹʹϧϾ ϿͽϟϚϚϹ ;ͼ-ʹͽͿϲϷʹͽϽϹ ΔϟϹ;ϟͼϟϷϨͶϹϟϷϭϧϲϲͼϟϹϟͼ ϤϧϟϳϹϷϟϹϟ·ͻ

and effort that was put into these submissions and I would like to extend our thanks on behalf of the Committee to	በበናኈርኦሬኦኈጋና ነፅል⊲ቦኆь ነፅኦቦኆьኴ ር∆ካ፞ዻ በበና产ഀ፞፞ዾሬኦኈጋና ኦኆናበ°፞፞፞፞ኴና ነҌፚርኦጚኻኦኦርኦጚታ፟፟፟፟፟፟
those who took the time to prepare a written submission. Unfortunately, the lack of time and	
resources has limited the number of submitters that could be invited to our hearing to discuss their submissions in further detail. However, I am very confident that we will hear a broad range of views from the individuals who will appear before us, who are representative of various different sectors of our society, and who are involved in different aspects of our education system. We will hear from former students, parents, educators, and administrators.	LΓላඛ <sup>®</sup> ጋៃມላ <sup>®</sup> ለልዖ <sup>c</sup> ጋσ <sup>e</sup> σ ኣଘ <sup>c</sup> ንበ <sup>c</sup> bርበላ <sup>®</sup> ቦ <sup>e</sup> σ <sup>J</sup> <sup>c</sup> ጋርΔ <sup>b</sup> dላ <sup>c</sup> bΔ <sup>c</sup> dኦኦ/L <sup>4</sup> Δጋcd ኃ <sup>®</sup> <sup>e</sup> <sup>c</sup> <sup>o</sup> <sup>c</sup> <sup>c</sup> <sup>c</sup> <sup>c</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup>
To date, our review process has included written submissions, meetings with various stakeholders, and public consultations.	ఆటు స్పార్, దిళ్ళులు దిదికోళిడిందా కుద్దంగింగ్ స్రామించింది. దండ్ సోదింగ్ కారిందిందిందిందిందిందిందిందిందిందిందిందింది
I would like to take this opportunity to acknowledge and thank the many representatives from several of Nunavut's district education authorities who made the effort to provide submissions and took the time to meet with us in recent weeks to share their views and offer insights to their roles at the community level.	ჼdᢣՐჃL≪Ⴆ Ⴀ∆ჾd┥ ҎႱႪჂ∆Ⴢჼ ഛႠჼჾ ᠘Ⴀჼσ┥ჼჂႠႢჂჼ ႶႬჼdႶჼჁჾႦჼႱႪჂჼ ႶႶናჇჼႭჼჄႠႦჼႱႠ ለႭჄჃჇჄႫჼჂ ჃႫႱჼჄႱჃႠჼ ႦႶႱჼႦႶჁႵჼႭႠϷჼჼჂႶჼႻჼ ഛႠႤჼႻႶჼჁჾ.
The Committee was also extremely fortunate to be able to meet with the executive directors and staff from the Department of Education's three regional school operations divisions. Committee Members greatly appreciated the level of detail and frank discussion that was provided at these meetings. The Committee is very impressed by the level of dedication and commitment to Nunavut's education system that has	<sup>ና</sup> dልላሥጋJና bበናbበቦሩ°உ֊ኦናናበJ ርΔካd ፈ°ບናምታላጮጋሮሲጵካሪና አምስና ፈፍ°σፋጮጋሮሲጵካሪና ለሮሲኖል°ቦ°ሯጐ፞Ⴑጮጋም ፈልናጋጮፖLቲσ. bበLኦናረና ናdልፈሥና>ና ርካ ኦዮና ቴክበሶናበፈን°ዲ֊ኦናናበካሪና bበLናbበቦና_ጋቦካሪና. ኦለና>Jናርኦጮ ኦdϤ ፈ°ቦጭፖLናበፈናLር ይዲምር ፈሮ°σሮሲσዮና Δ_ጋላσ.

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been demonstrated.	
I would also like to thank the many community residents who took the time to come out to our public consultation meetings in the communities of Baker Lake, Kugluktuk, Pond Inlet, and here in Iqaluit. Your voices have been heard and will be taken into serious consideration as to how we proceed with our review.	<sup>;</sup> ͼͿϧϝϫϝϧϧϧϧͻϥͻϒͼϿͼϲϲ ϧͶͳϧϧϿ;ϷϲϹϲϧͽϽͼϿͼͺϯͽϢϲϢ ;Ϸͳϲ;Ͻϥ;Ϲʹϧϥ;Ͽ;; ϲ ϲ ϲ ϲ ϲ ϲ ϲ
Over the next two days, this hearing will provide an opportunity for Members of this Special Committee to address in detail a number of important themes and issues that have emerged during this review and consultations to date.	▷՟৾ᠫ°ᠫ᠈᠘᠄ᢓ°ᠫ᠈᠅ᢩ᠘ᡄᡔᡘ᠉ᡠᡄᠥᠬ᠌᠈ᡠ᠘᠆᠘᠆᠘᠆ᢄ ᠖ᡣ᠘ᢣᡪᡄ᠋ᡶᢆᡃᡉ᠘ᡱᡆ᠉᠊᠌ᡔᠥ᠘᠈ᢣ᠙᠅᠋ᠥᢕᢣ ᡏ ᡐᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠘ᠴᡄ᠋᠋ᡶ᠅ᠬᠻᠬ᠋᠖ᡃᢗ᠋᠅ᡣ᠋᠋᠋᠅᠋ᠬ᠋᠅᠋᠘ ᠘ᠴᡄ᠋᠋ᡶ᠅ᠬᠻᠬ᠖ᡃᢗ᠅ᡣ᠋᠋᠋᠅᠋᠘᠋᠋᠋᠁᠘
Following this review, the Special Committee will be reporting its findings and recommendations for amendments to Nunavut's <i>Education Act</i> to the legislature this fall of 2015.	᠄᠙᠋᠋ᡏ᠄᠌ᡔ᠌ᡆ᠋᠄ᠳ᠋᠋᠖᠕ᢣ᠋ᡬᢩ᠄᠋ᢦ᠆ᠺ᠅᠋ᢗᡬ᠅᠆ᠺ᠅᠆ᠺ ᢂ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
I would like to quickly address some housekeeping matters. For the benefit of our recording system, I would ask presenters to wait until I invite you to proceed before activating your microphone and to always go through the Chair when responding to Members' questions and comments.	▷dϤ ᠘ᡄ <sup>∿</sup> ቦና ▷ჼዕ▷ፖሊዕΔ <sup>۵</sup> Ⴍჼσላናኮዖና σΛϲϷჼჼርΔ≪ʹϲፈዛር ዕበLσჼჼ>ና ላሰ ኦርჼ₽የቴናርσፈჼነ>ና ርΔነਰϤ σʹϲʹͼσፈჼኑጋና ჼዕσ΅ϳϳሰና ΔዖϲϷ <sup>ͽ</sup> ኊቦσჼσ ፈዛ∟ኌ Δነፖ≪ኦርና ፈჼነցበሶ՞ႭჼႦናናኌͿ LϲႱϲϷჼሶስና ፈለჼነցበጐቦና σʹϲϷՈኊቦናኌ ዖኦϲϷ°ኊቦσጎፖዮσ.
With that, I again welcome everyone to our hearing and invite our first presenter, the representatives from the Department of Education, to make a brief oral presentation on their submission to be followed by a discussion with the Members of the Special Committee. Ms. Okpik. Thank you.	ጋ°ጐሁሥበ<<ና ረዎ፦፝፝፝፝፝፦ዀ፝ዼ፞ዀ፟ ፝፞፞፝፞፞፝፞፝፝፞ ፚ፝፝፝፝፝፝ኇ፟፝፝፝፝፝ፚዹኯ፟፟፟፟፟ ላ፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝ ዾጜኯኇፙዀ፝ዀዀኯኯኯኯ ፟ዄዀዀዀዀዀ ዀዀ ዀዀ ዀዀ ዀ
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. Good day. (interpretation ends) I am pleased to meet with the Special Committee on the <i>Education Act</i>	<b>▶•٨•</b> : የਰትዮュ广ঁّତ, ፊየረଉኦርጭ. ኦናጋካሪና. (ጋኣኦበጋና) የਰልସ/ኮጋንሁ ርኮਰਕ bበLኦናረ ህbፊዮፈጭጋና bበLየbበቦժዮፈናኮዖና. ସለጭਰበኮኣየኔናወዖንረ የኮንጋፊዮፈጭ ዖኦፈሪያኖልናውርኮአ. bበLኦናረና

review to discuss the department's written submission and answer any questions that Members of the Committee may have. I would like to thank the Committee for allowing me and my staff the opportunity to meet with you today to discuss the important matter.	ჼݸᢣ᠌ᠳᡄᡤᡑᠵᢦ᠌ᡃᠥ᠘᠋᠋᠄᠖᠕᠅ᡃᡉ᠋᠘ᠫ᠅ᡣ᠌᠌ᠤ᠘ᡔ᠅ᠿᢄ ᢗ᠌᠍ᡧᡠ᠋᠋᠄ᡃᡠᠺ᠋᠆ᡘ᠅ᡧᢩᡘ᠅ ᢂ᠋ᢄ᠂᠖᠘᠘
Mr. Chairman, as stated in <i>Sivummut</i> <i>Abluqta</i> , education is the government's number one priority. We must ensure that the legislative framework governing the operations of our school system is suitable, effective, and realistic. This will help us provide a high-quality learning environment for our children. I believe that this review will help us determine the suitability and effectiveness of the <i>Education Act</i> .	/ዎJ <sup>C</sup> イシ <sup>®</sup> C <sup>C</sup> ΔC <sup>®</sup> σϤ <sup>S</sup> σΓΛσ <sup>®</sup> /ዎ <sup>C</sup> C <sup>®</sup> > <sup>B</sup> C <sup>C</sup> ΔC <sup>®</sup> σϤ <sup>S</sup> σΓΛσ <sup>®</sup> ( Δ <sup>C</sup> C <sup>®</sup> + L <sup>C</sup> Δ <sup>C</sup> <sup>®</sup> + L <sup>C</sup> Δ <sup>C</sup> <sup>®</sup> + L <sup>C</sup> Δ <sup>C<sup>®</sup></sup> σ <sup>Δ</sup> - Δ <sup>C</sup> <sup>®</sup> - Δ <sup>C</sup> - Δ <sup>C<sup>®</sup></sup> - Δ <sup>C<sup>®</sup></sup> - Δ <sup>C<sup>®</sup></sup> - Δ <sup>C<sup>®</sup></sup> - Δ <sup>C<sup>®</sup></sup> - Δ <sup>C<sup>®</sup></sup> - Δ
Mr. Chairman, Nunavut's <i>Education Act</i> was one of the first pieces of made-in-Nunavut legislation passed by the government after almost 10 years of work.	ᡬ <sup>ᢛ</sup> ᡆ᠊ <i>᠘᠆</i> ᡨᠣᡏᢀ᠋ᡔᠧ᠋ᡅ <i>ᠦ᠋ᠮ᠋᠋ᠴ᠘ᠸᡶ</i> ᢛ᠂᠌ᠴᡆᢀᡃ᠋᠋ ᢣ᠋ᢟ᠆ᡄ᠋ᡃᢛ᠋᠊᠋ᡬᠺᡆᡃ᠋᠍᠍ᡃ᠋ᠴᠦ᠊᠋᠘ᠵ᠋᠘ᢞᡆᠳ ᡐᠣᡆ᠋ᡃᢛ᠋᠋ᠬᡄᢄᢄ᠋᠉᠘ᢣ᠉᠂᠔᠆᠋ᠬ᠂ᡬ᠋᠍᠍ ᠘᠋᠋᠈᠋᠌᠌᠌ᢄᡔ᠙ᠬ᠋᠆ᠴ᠋ᡅ.
The Act establishes an education system based on Inuit societal values, which protects and promotes the use of the Inuit language and provides high-quality learning opportunities for Nunavut students.	ር፟ <sup>₠</sup> ዉ
Mr. Chairman, the Act plays an important role in supporting the <i>Official Languages</i> <i>Act</i> and the <i>Inuit Language Protection</i> <i>Act</i> , two pieces of legislation that provide an unprecedented level of protection for an aboriginal language in a Canadian jurisdiction.	Δ <sup>ϧ</sup> ረጄϷርʹͽ, ር <sup>ᢘ</sup> Ⴍ ለናdታናጚላጭ Δbጚጭሪም Δ <i>ͻΔ</i> <i>ϷናbϷ</i> ፖ <sup></sup> ዮናር Δ <i>ϲ</i> ʹኣ <i>ሲ ϞϷ</i> ፖ <i>L</i> ጚና <i>Lᠸし</i> ጭ ላካ∟ <i>ͻ Δͻ</i> Δና <i>ϷናbϷ</i> ፖ <sup></sup> ዮናር ኣ <i>&gt;ч୮</i> ፖ <sup>®</sup> ርϷσ <sup>®</sup> Ⴑ <i>ጔ</i> ና <i>Lᠸ</i> し® ርካdጫ Lናፇ ኣ>୳୮ϷፖኈበቦታϷናႦናርናLር ርካፈቃኄ L <i>Ⴀ</i> Ⴑና <sub></sub> ໑ና.
The process which led to the development of the Act was rigorous and included substantial consultation. More than 100 community, school, District Education Authority (DEA), and la	۵ዾϲ-፲ሩ ለቴሪርሬኦኈጋታ 100-ም ወዉሮ <sup>ኈ</sup> σ <u>۵ሮ°σ⊲ናልኈσ ዕበLንσי⊃, ኦ۵ልំና⊃ ወዉዎዛ</u> Γ

Commission Scolaire Francophone du	ᡖ᠋ᠫ᠈ᡷ᠋ᡃᢐ᠋ᠺᡤ᠅ᡣᡄ᠊᠖᠒᠋᠋᠘᠄ᢑ᠘᠋ᠮ᠖ᢕᠮ᠖ᢄ᠁
Nunavut (CSFN) consultations and	᠌ᠫᢪ᠋ᡶ᠕ᡃᡃ᠋ᡏᡃ᠋ᠴ᠘᠆᠋᠋᠋᠋᠋᠘᠆᠋᠋᠋᠋᠋᠘᠆᠋᠘᠂᠋ᠮ᠋᠋ᠮ
meetings with Nunavut Tunngavik	ᢨ᠍ᡃ᠋᠘ᢣ᠋ᢞᡥ᠋᠆ᠳ᠔᠋ᠴ᠆᠋᠋ᡝ᠋᠔ᡔ᠋ᡃ
Incorporated and other stakeholder	
groups were held to create an Act that	
reflected the needs of Nunavummiut.	
Mr. Chairman, passing the <i>Education Act</i> fundamentally changed the scope, direction, and operations of schools, DEAs, CSFN, and education in Nunavut.	Δ <sup>ϧ</sup> ፖ≪ϷϹʹ <sup>ͼ</sup> , <i>Δ</i> ሮ <sup>e</sup> σϤ <sup>ͽ</sup> Ͻϲ <i>ኪσ</i> <sup>s</sup> Ϳ <sup>c</sup> <i>LলႱ<sup>ͽ</sup></i> ϤσͿ <sup>ͼ</sup> በϹϷ <sup>ϧ</sup> L <sup>c</sup> , Ϥ៸ <sup>፡</sup> ኦ <sup>ͼ</sup> ϹϷϲϷ <sup>ͼ</sup> > <sup>ͼ</sup> Δሮ <sup>e</sup> σϤ <sup>s</sup> ἀ <sup>c</sup> ϤϷϲϹϷσ <sup>ϧ</sup> Γ <sup>c</sup> ϼ <u>ϥ</u> ϲ <sup>ϧ</sup> σ Δሮ <sup>e</sup> σϤ <sup>ͼ</sup> Ͻϲͺ <sup>ϳ</sup> <sup>c</sup> ϧበL <sup>ϧ</sup> Γ <sup>c</sup> , ϷΔል <sup>c</sup> ϧϽ <sup>;</sup> ኦ <sup>i</sup> ϧበሶ <sup>ኈ</sup> Γ <sup>c</sup> Δሮ <sup>e</sup> σϤ <sup>s</sup> σϲ <sub>μ</sub> σ <sup>s</sup> ͻ ϼ <u>ϥ</u> Ͽ <sup>μ</sup> Γ.
The Education Act included provisions	
that ensure:	<i>᠘᠆ᡨᠣᡏᢀ᠋ᡔᡄᡅ᠋ᠳ᠋ᠴ᠘᠆ᢗᠣ</i> ᠉ᠫ᠉ ᠘᠋ᢩ᠘᠆ᡆ᠘ᡩᠫᠺᠻᡗᠴ᠋ᢖ:
<ul> <li>Commitment to <i>Inuit</i> <i>Qaujimajatuqangit</i> from the Minister of Education, DEAs, CSFN, and school staff.</li> <li>Dedication to bilingual education with the use of the Inuit language.</li> <li>Commitment to an education system which reflects local decision-making and preferences.</li> </ul>	<ul> <li>Φ<sup>\</sup>Γ<sup>\est</sup>ν<sup>L</sup><sup>\L</sup>Ω<sup>4</sup><sup>\est</sup> Δ<sup>\est</sup> δ<sup>\est</sup></li></ul>
Mr. Chairman, bilingual education is a very important legislative requirement of the <i>Education Act</i> . Nunavut is a unique jurisdiction in Canada because the school system is required to produce bilingual graduates in an Inuit and non-Inuit language.	Δ <sup>ϧ</sup> / «ϷϹ <sup>ͼ</sup> ϧ, Ϲʹ <sup>ͼ</sup> Ⴍ ͺͺϗʹϳΔ <sup></sup> <sup></sup> σ <sup>ϧ</sup> ϷናϧϷ <sup>ϳ<sup>3</sup></sup> σ <sup>ϧ</sup> «Ͻና Ͽσ Λና;ປϤ <sup>ͼ</sup> ϧͺϒ <sup>6</sup> Δ <i>Ϲ</i> <sup>e</sup> σ Ϥ <sup>φ</sup> Ͻϲ ͺ σ σ <sup>1</sup> <sup>2</sup> Δ.ͻ ϲ <sup>°</sup> Γ <sup>e</sup> σ Ϥ <sup>3</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> Δ. <sup>2</sup>
Part 4 of the <i>Education Act</i> , Language of Instruction, states that the Minister is responsible for:	᠘᠆᠋ᠳᠣᡏᡃᢀ᠋ᡔᠧ᠋ᡅ᠋᠊ᠳ᠋᠘ᡄ᠘᠋᠋᠅᠘᠋ᠴ᠍᠍᠍᠔᠋ᡠ <sup>ᢏ</sup> ᠋ᠫ᠅᠘, ᠘᠆ᡨᠣᡏ᠋᠋᠋᠅ᡣᡗᡢᠦ᠅ ᠋ᢩᡅ᠆ᠺ᠅᠋ᠦᡃ ᢂ᠋᠋᠖᠅᠋ᢧᡔ ᠔᠋᠋ᡃ᠋᠋᠋ᢧ᠅᠘᠌ᢂ᠂ᠮᠣ᠋᠂ᢗᢂᢞ᠅᠖᠘ᢉᢣᡅᡏ᠖ᡃᡉ᠋ᢗ᠄
<ul> <li>Ensuring that the educational program provided for schools supports the use, development, and revitalization of the Inuit language;</li> <li>Ensuring that appropriate curriculum, learning materials, and resources are provided for a bilingual education model chosen by the DEAs for their schools;</li> </ul>	<ul> <li>Ćీd</li> <li>Čీd</li> <li>ఏసీరి</li> <li>ఎంది</li> <l< td=""></l<></ul>

<ul> <li>Establishing and putting in place targets regarding how well languages should be spoken and written; and</li> <li>Ensuring that students are assessed by testing or other means to determine how well they are learning to use both languages in relation to the competency targets.</li> </ul>	<ul> <li>વંષ્ષ્ષ્ષ્ય ગાષ્ વગ્લ્ષાભાગામાં     </li> <li>બંધગ્રે હું ભાગમાં     </li> <li>બંધગ્રે હું ભાગમાં     </li> <li>બંધગ્રે વ્યા ગામાં     </li> <li>બંધ ગામાં      </li> <li>બંધ ગામાં     </li> <li>બંધ ગામાં     </li> <li>બંધ ગામાં     </li> <li>બંધ ગામાં      </li> <li>બંધ ગામાં     </li> <li>બંધ ગામાં     </li> <li>બંધ ગામાં     </li> <li>બંધ ગામાં      </li> <li>બંધ ગામાં      </li> <li>બંધ ગામાં      </li> <li>બંધ ગામાં      </li> <li>બંધ ગામાં      </li> <li>બંધ ગામાં      </li> <li>બંધ ગામાં      </li> <li>ગામાં      </li> <li>ગામ</li></ul>
Mr. Chairman, another important component of the Act concerns the belief that the education system in Nunavut should be inclusive. Inclusive education is legislated in Part 6 of the <i>Education</i> <i>Act</i> and is guided by the belief that all children can learn, that learning is an individual process, and that student needs and abilities should be supported in an inclusive education system.	Δ <sup>ϧ</sup> ሃ «ϷϹ <sup>;</sup> ͽ, Ϥ <sup>ι</sup> LϿ Ϥ/ <sup>ᢌ</sup> ዮ <sup>c</sup> LᠸႱΔ <sup>&lt;</sup> ΔϿϲ <sup>*</sup> ዮ <sup>-</sup> ϭ <sup>-</sup> Λ <sup>ነ</sup> «Π <sup>*</sup> ዮ <sup>c</sup> Δ ΔϿ <sup>°</sup> Δ <sup>°</sup> <sup>C</sup> Δ <sup>°</sup> <sup>2</sup> <sup>6</sup> Δ <sup>°</sup> <sup>2</sup> <sup>6</sup> Δ <sup>°</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> Δ <sup>°</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> Δ <sup>°</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> Δ <sup>°</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> Δ <sup>°</sup> <sup>2</sup> <sup>2</sup> Δ <sup>°</sup> <sup>2</sup> <sup>2</sup> Δ <sup>°</sup> <sup>2</sup> <sup>°</sup> <sup>°</sup> <sup>2</sup> <sup>°</sup> <sup>2</sup> <sup>°</sup> <sup>°</sup> <sup>2</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>2</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup>
Mr. Chairman, a central theme found throughout the Act is the idea that a school system is most effective when it reflects local preferences and decision- making. The Act identifies the DEA and CSFN as the body responsible for representing local preferences and making decisions at the local level. The Act places a great deal of responsibility on the DEA and CSFN, from choosing the languages of instruction to developing policy on how to best address attendance problems.	Δ <sup>6</sup> γ «ϷϹ <sup>6</sup> <sup>6</sup> , LϲႱ <sup>6</sup> Δ <sub>2</sub> ϲ <sup>6</sup> <sup>6</sup> σ <sup>6</sup> Δ <sub>c</sub> <sup>6</sup> σ <sub>4</sub> <sup>6</sup> σ <sub>4</sub> <sup>6</sup> σ <sub>5</sub> Δ <sub>c</sub> <sup>6</sup> σ <sub>4</sub> <sup>6</sup> σ <sub>5</sub> Δ <sub>c</sub> <sup>6</sup> σ <sub>5</sub> Δ <sub>1</sub> <sup>6</sup> Δ <sub>2</sub> <sup>6</sup> Δ <sub>2</sub> <sup>6</sup> σ <sub>2</sub> α <sub>5</sub> <sup>6</sup> <sup></sup>
Mr. Chairman, our goals for the education system as legislated by the <i>Education Act</i> are very ambitious. This is especially true where it concerns our goals related to bilingual education, inclusive education, and the roles and responsibilities of DEAs and CSFN. The Department of Education has been working hard to implement the Act over the last several years. As noted recently in the report by the Office of the Auditor	۵۲۶۹۵۵۰ ۵۲۵۰ ۵۲۵ ۵۲۵ ۵۲۵ ۵۲۵ ۵۲۵ ۵۲۵ ۵۲۵ ۵۲۵

General of Canada, we have struggled to fully implement the Act, most notably in the ambitious areas mentioned above.	᠘᠆᠆ᡆ᠉᠊᠋᠘ ᡤ᠋ᠲᡆ᠘᠆ᡄ᠋ᡰ᠉᠂ᡏ᠋ᡔ᠆᠉ᡣᢕᢄᡔᡆᡧ᠘ ᠕᠋᠆ᢦ᠋ᡗᠴ᠙᠂ᡣᡗ᠉ᢣ᠘ᢞ᠂ᡃᡆᡄᡠᡃ᠊ᠫᡃ.
Mr. Chairman, the Department of Education has been living the Act since it was brought into force in 2009. This time has allowed us the opportunity to reflect upon the content of the Act and what it means for our staff and students on the ground, in the school and in the classroom.	Δ <sup>ϧ</sup> ረጄኦርኈ, Δሮ <sup>e</sup> σላኈጋርኪኦታሪ ር፞ነረ୮ኈሁ Lሮሁናፑ ላጋሮኈበርኦሬኦኈረLኈLና 2009-σና, ርΔL°ኈሁσና ለሮኪላሮኑ, L፟፝፞፞፝፝፝፝ ሲር ርሏL ኁዖናንឧປ፝፝፝፝፝፝ ሲያምና Δጋሮኈቦና ላዛሬጋ ናክጋዥ ላኮጋΔσናክናክናርናLኈႱና Δኈክልፈታኈበኈቦና Δሮኁኈበσካጋ Δሮ՞σላናልኦና Δጋላσ ላዛሬጋ Δ <sup>μ</sup> ጋንረኈቦዮσ.
While reflecting over the last several years, the department has been identifying areas of concern within the Act. It is for this reason that we welcome this review and the opportunity to share these areas of concern with the Members of the Special Committee.	ላናናህና
Mr. Chairman, the department is of the opinion that the Act, in its current form, is an impediment to providing the highest possible quality education for our students. This is the case because the Act:	᠘ᡃᡟ᠙᠌᠙ᢗ᠋᠅,᠘᠆ᡨᠦᡏᢀ᠋ᡔᡄ᠋᠌ᠬᢣᡃᡆ᠋ᡗ᠘᠆᠘ᢑ ᠕ᡃᡕᡣ᠋᠋ᡗ᠆ᠴ᠋᠕᠂᠋ᡰ᠔᠘᠋᠋ᠦ᠋ᡝᡅ᠉᠄᠉᠂᠌ᠥ᠋ ᠘᠆ᡨᡆ᠋᠋᠋᠋᠋ᠬᠬᡳ᠘ᡩᠴᢗ᠆ᠺᡃ᠘ᠴ ᠕᠋᠋᠘ᡘ᠊ᡆᢩᢂ᠆ᡩ᠖᠋᠖ᡃ᠕ᠺᡆᡃᠶ᠋᠖᠘᠘ᠺᠫᠥ᠋᠅᠘᠋ᠴ
<ul> <li>establishes complex and inefficient approaches to decision-making;</li> <li>creates the opportunity for considerable inconsistency and variability from community to community; and</li> <li>makes it difficult to administer and evaluate the operations of our schools.</li> </ul>	<ul> <li>Δ/L~ϷʔՈՐኦናՈ°-໑<sup>c</sup></li> <li>Δ/L<sup>b</sup>\<sup>5</sup><sup>b</sup>/ϷʔՈՐኦϷ<sup>5</sup>b<sup>c</sup>(<sup>5</sup> ⊃Ո<sup>b</sup></li> <li>CΔ<sup>b</sup>dd Ϥ<sup>*</sup><sup>b</sup>/<sup>6</sup><sup>*</sup><sup>c</sup><sup>6</sup><sup>-</sup>σ<sup>5</sup>b<sup>-</sup><sup>5</sup><sup>b</sup><sup>5</sup><sup>c</sup><sup>-</sup></li> <li>Ϥ<sup>*</sup><sup>b</sup><sup>6</sup><sup>*</sup>Γ<sup>-</sup><sup>3</sup><sup>4<sup>b</sup></sup><sup>5</sup><sup>b</sup><sup>-</sup><sup>5</sup><sup>b</sup><sup>-</sup></li> <li>Ϥ<sup>*</sup><sup>b</sup><sup>6</sup><sup>*</sup>Γ<sup>-</sup><sup>3</sup><sup>4<sup>b</sup></sup><sup>5</sup><sup>b</sup><sup>-</sup></li> <li>Ϥ<sup>*</sup><sup>5</sup><sup>5</sup><sup>b</sup><sup>-</sup><sup>5</sup><sup>b<sup>-</sup></sup></li> <li>Δ<sup>*</sup><sup>1</sup><sup>2</sup><sup>4<sup>b</sup></sup><sup>2</sup><sup>4<sup>b</sup></sup><sup>2</sup><sup>4<sup>b</sup></sup><sup>2</sup><sup>4<sup>b<sup>-</sup></sup></sup></li> <li>Δ<sup>*</sup><sup>1</sup><sup>2<sup>b<sup>-</sup></sup></sup></li> </ul>
Mr. Chairman, all of the areas of the Act with which we have concerns touch upon one form or more of the following themes: roles and responsibilities, consistency, and accountability.	Δ <sup>ϧ</sup> ϟ《ϷϹʹͽ, LᠸႱϷʹ Δͻϲ <sup>ͺ</sup> ዮ <sup>ͼ</sup> σ <sup>ϧ</sup> ΔϟĹͻՈՐሃዎና ϷdϤ Λ <sup>ͺ</sup> ႱϟΔϲͺႱʹͻϤϹʹͽ>ና. ለϧϧͺͽϹͺϧϷϟͰϟ ለϲͺͺϤʹͺϤϞϷϔϲʹͽͶϹϷϭͺϔϲʹϤ <sup>ͺ</sup> LϿ ͺͺ ͺͺϹϧͺϷϼϧͽϿϲ
In terms of roles and responsibilities, in some cases, it is simply a matter of providing greater clarity to identify who	᠕ᡃ᠋ᡃ᠋᠉᠋ᢣ᠋ᠺ᠋ᠺ᠕ᡄ᠋᠕ᡷᡃᠺ᠋ᠺ᠅᠋ᠧ᠕ᡷᡃᠺᠺ᠋ᡗ ᠘ᡄᢩᡨᡆᡆ ᠌᠌᠌ᠫᠻᠡ᠋ᡄᢩᢛᠡ᠋ᡗᠺ᠋᠋ᠬ᠖᠖ᢧᢕ᠋ᢧ᠖᠖᠆᠖᠖ᡩᢕ᠖᠖ᡔ᠋ᠺ᠉᠘᠖

is responsible for what. In other cases, we believe that the assignment of roles and	᠋᠋᠋᠋᠋᠋᠋ᢐ᠋ᠴ᠘᠋ᠫ᠋ᠴᠣ᠈ᠺᡄᡅ᠊᠋ᡘ᠋ᡃᢑ᠋ᠮ᠋᠋᠋᠋᠋ᠶ᠆ᡧᢞᢉ <sup>ᢘ</sup> ᠣᢘ᠙ᡃᡆ ᠕ᡄᡅ᠋᠋᠋ᡏᢛ᠋ᡬ᠅ᡅᠺᢄᡔᡆᠺ᠋᠋᠋᠘᠅ᡁᡕ
responsibilities should be reevaluated	᠕ᡃ᠋ᢣᡃ᠋᠆ᡬ᠅᠘᠆ᢆᢧᡬᡃ᠋
completely. Mr. Chairman, this is	᠄᠋᠋᠋᠋ᠻᠮ᠈ᢓᡅᡗᠬᡆᡃ᠘᠋᠋᠋ᡅᡃᠴᢉ᠂᠋᠕ᢣᡷᠴᡥᠴᢣᡅ᠋᠋᠋ᡐᡝᡉᡏ᠉ᠫ᠋
especially true where it concerns	ᡧᡃ᠋᠋᠘᠋ᠴ᠊᠋᠋᠋᠋ᠴᡄ᠆ᠳᠣ᠘᠆ᡨᠣᡏ᠋᠋᠋ᢁᠫᡄ᠋᠋᠋᠋ᠵᡬ᠈᠋᠋ᢄ᠘᠆ᢞ᠋᠋ᡗᡕ
responsibilities of the DEA and CSFN	᠈᠆᠕᠆ᡁ᠆᠕᠉᠆᠕᠆ᡁ᠘ᢄ᠆᠕᠉᠆᠕᠆᠕᠆᠕᠆᠕
related to bilingual education, inclusive	ᢄ᠋᠈᠋ᢄᢣ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
education, and the appointment of	ᡣᡃᠣᠯ᠋ᡐᢛ᠘ᡄᢣ᠋᠋ᢌᢙ᠂᠋᠕ᡔ᠋᠘᠆᠆᠕᠋ᢆᢧ᠘᠆ᡁ
principals and vice-principals (human	ᠫ᠋᠋᠋ᡥ᠋ᢉ᠆᠋᠋ᡥ᠆᠆᠘᠄᠖᠘ᡩ᠋ᢐ᠘ᢣ᠋᠋ᢛᠫᡄ᠋᠘᠆᠆᠆
resource matters).	
Having the DEA and CSFN involved in decision-making related to the topics mentioned above introduces the potential for substantial variability and inconsistency across the territory. Mr. Chairman, we believe we need to consider how best to ensure greater consistency in our schools. In the name of equality and quality, the education received in a school in the Qikiqtani region has to be on par with that which is received in the Kivalliq or the Kitikmeot and vice versa.	Δ= <sup>e</sup> σ4 <sup>sb</sup> D=~λ <sup>b</sup> d <sup>c</sup> b∩L <sup>b</sup> <sup>c</sup> Γ, ÞΔά <sup>c</sup> b∩L <sup>b</sup> <sup>c</sup> Γ Þdσ <sup>b</sup> U Λ=~~4 <sup>sb</sup> b <sup>c</sup> C <sup>sb</sup> D <sup>c</sup> 4 <sup>L</sup> D CΔLΔ <sup>c</sup> D <sup>a</sup> <sup>b</sup> U <sup>b</sup> 4 <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>c</sup> <sup>c</sup> D <sup>c</sup> ~ <sup>b</sup> <sup>c</sup> dD <sup>sb</sup> CP <sup>a</sup> a <sup>s</sup> D <sup>c</sup> Δ=d <sup>s</sup> C Δ <sup>b</sup> d <sup>c</sup> <sup>b</sup> C <sup>s</sup> , Δ <sup>2</sup> L <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>b</sup> PO <sup>c</sup> <sup>b</sup> D <sup>c</sup> <sup>b</sup> <sup>c</sup> <sup>d</sup> <sup>c</sup> <sup>b</sup> D <sup>c</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> D <sup>c</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> D <sup>c</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>b</sup>
Our existing legislative framework allows or even requires too much variability. A system with such variability is extremely difficult to administer and even more difficult to evaluate. Mr. Chairman, to achieve greater consistency, we are suggesting more standardization across our education system. We need to compare apples to apples.	LᠸႱჼ৽ ᡧ᠈ᢣᡤᢆᢩᢩᢩᢩ৽৽৸᠑ᠿ᠉᠑ᡔ᠉᠊ᡆ᠉ᡴᠺᠬ᠉᠘ ᡧ᠋ᡶ᠋ᠴ᠋ᢗ᠘᠋᠘ᢩ᠂ᡆ᠋ᡧ᠈ᢣᡤ᠆᠋᠈᠂ᠬ᠉᠋ᠬ᠋᠄᠆᠆ ᠺᢣ᠋᠂᠋ᠣᢩᢩ᠆ᡐᡳ᠋ᢗᠫᡆ᠋ᢩ᠆᠖ᡃᠺ᠋᠅ᡣ ᠖᠋ᠺᢣ᠋᠂ᡆ᠋᠊᠖ᢗᢗ᠆ᠬ᠋᠈ᡔᠴ᠋᠘᠈ᢣᠡ᠙ᠺᡠ᠅ ᠍ ᠈᠋ᡷᡤᠧ᠋᠋ᠬ᠋ᠺᢣᡠᠧ᠋᠋᠅ᡊᠧᠴ᠋ᠴ᠘᠈ᢣ᠙ᠺᠦᡠ ᠈ ᠘᠈ᢣᡤ᠋ᡔ᠘ᡨᡆᢩ᠂ᠣ᠉ᡆ᠋ᡤ᠉ᡖᠴᡆᢓᡒᡄ᠋᠋ᡗ᠋᠉ ᡬ
As noted in our written submission, we are suggesting that the Minister have greater roles and responsibilities, especially where it concerns bilingual education, inclusive education, and human resources. Mr. Chairman, by expanding the role of the Minister, we believe we will address many of the issues related to roles and responsibilities and achieve greater consistency.	

By achieving greater consistency within our education system, we will be in a better position to evaluate it. It is only through regular evaluations that we can address issues as they become known and assure greater quality.

Mr. Chairman, we believe that by addressing these three thematic areas, we can deliver a higher quality learning environment for our children. This will strengthen our ability to support student success.

While the implementation of the *Education Act* has included its challenges, we remain committed to many of its central concepts and philosophies, including bilingual education, inclusive education, and local decision-making.

Mr. Chairman, as noted in our written submission, we are in no way suggesting that these concepts be removed in the Act. However, we are suggesting modifications to how these concepts are implemented and operationalized. In broad terms, we are suggesting the following:

- that we reevaluate the idea of having multiple language models and consider moving towards one single model which entails greater balance between the language of instruction;
- that we reevaluate the role of the CSFN and the DEA with respect to important topics like bilingual education, inclusive education, and human resource matters; and
- that we consider increasing the roles and responsibilities of the Minister as

Δ<sup>6</sup>γ « Ρ C<sup>6</sup><sup>6</sup>, C<sup>6</sup>dd Λ<sup>6</sup><sup>6</sup>υ/Δ C<sup>6</sup><sup>6</sup>υ/C P <sup>6</sup>b P / L<sup>6</sup> ΔC<sup>6</sup> σ d<sup>6</sup>σ<sup>6</sup> CL<sup>6</sup> <sup>6</sup>d « <sup>6</sup><sup>6</sup> C<sup>6</sup> σ d<sup>6</sup> D<sup>6</sup>, Δb /<sup>6</sup><sup>6</sup>/<sup>6</sup> C D σ<sup>6</sup> Δ<sup>6</sup> D<sup>6</sup> Δ<sup>6</sup>/<sup>6</sup>. Δb /<sup>6</sup>/<sup>6</sup>/<sup>6</sup> C D σ d<sup>6</sup> D<sup>6</sup> Δ<sup>6</sup>/<sup>6</sup> Δ<sup>6</sup>.

Ċ°Ⴍ ϤϽϚჼჼႶϹϷϭჼႱ ΔϹʹ·ϭϤʹჼϿϲͺϭϷʹ LϲႱჼႱ ΛႱႱႭჼჄႾႵႱჂϤჼჼ ႼჄჃϭ ϤჼႶჼჼჄႾႣჼႦϪჼႭჼႦႮႺ ΔჂჃϭ ϷʹႦϷჄϷʹჂϤჼჄႾႵϭჼ ϤͰ ΔჄႾჼႦჼϭϷჄႾႵϭჼ ΛჼႦჄϷႶʹჂႱ ĽჼჂჼჾჼ ϷჼႦϷჄჼჾႫჼ ϤჂჼჾჼჼ ϤሲႭჼႻႥჂႵჾ ΔႺϷႶჼႶჾჼჼ.

it relates to bilingual education, inclusive education, and human resources to achieve greater consistency.

Mr. Chairman, once again, we are happy to be meeting with you today to discuss these matters, as they are of central importance to the success of our students. We have come before the Special Committee prepared to provide greater clarity on the content of our written submission. I welcome any questions that Members of the Special Committee may have for me and would like to thank the Committee again for this opportunity. (interpretation) Thank you.

**Chairman**: Thank you very much, Ms. Okpik. At this time before I open the floor to questions, I would like to ask that Committee Members, where possible, follow along with the submission just for ease of reference for other Committee Members on the topics and as well, with the opening comments, please list which page that you're asking the questions.

I realize that the door will be open for any and all lines of questioning and topics. Just give the other Committee Members a little bit of identification of what specific areas. With that in mind, I'll open the floor to questioning from Committee Members. Mr. Savikataaq.

**Mr. Savikataaq**: Thank you, Mr. Chairman. Can we ask questions on the opening comments? Okay.

On page 2 of your opening comments, I would just like to ask, you said that we must be "suitable, effective, and realistic." Do you think the current *Education Act*, the way it governs the school, is effective the way the current

ዾኄዾኯ<sup>ֈ</sup>፟፝ኇ<sup></sup>ዾ ዾርዾበናበσ<sup>ֈ</sup>ሪር<sup>°</sup> ወላበናበσ<sup>ኈ</sup>.

<sup>5</sup>២១៤<sup>5</sup>ጋጋΔ<sup>e</sup> ជ<sup>5</sup> ፈለ<sup>5</sup><sup>6</sup>dበຼຼັຍ LጋΔ<sup>\*</sup>ປ<sup>e</sup> ህ/<sup>4</sup>L<sup>c</sup> የ/ጋΔ<sup>e</sup> ជ<sup>5</sup> ፈለ<sup>5</sup><sup>6</sup>dበ<sup>5</sup>bPLJ&<sup>c</sup> ፈለ<sub>1</sub><sup>2</sup> ፈ<sup>5</sup> የ/ፈዋ ጋዮር<sup>56</sup>በሀ/<sup>5</sup>6<sup>c</sup><sup>5</sup> <sup>2</sup><sup>6</sup> ፈዮ<sup>-</sup> ບ<sup>5</sup><sup>1</sup><sup>2</sup> ፈለ<sup>56</sup>dበ/. L<sup>e</sup> LጋΔ<sup>56</sup>b<sup>5</sup> ፈለ<sup>56</sup>d<sup>1</sup><sup>5</sup><sup>5</sup>b<sup>6</sup>b<sup>6</sup> C<sup>6</sup>d<sup>4</sup> bበL<sup>2</sup>5<sup>2</sup> <sup>3</sup><sup>6</sup><sup>5</sup><sup>6</sup> C<sup>5</sup><sup>6</sup><sup>6</sup>

**ኣልᲮር๋**ጭ (ጋኣኦበJና): ፣ሪታዮሏ፫ኑ, Δኑፖペኦርጐ. ላለኈፖዮሏኈዖር LጋΔኈፖJርኦናርኈጋσ<sup>ь</sup> ላለኈሪበናኮዖዮሏኈዖር? ኦԵΔ.

L<sup>b</sup>Λl<sup>b</sup>b 2 LDΔ<sup>b</sup>rJN<sub>L</sub>ϚĊ<sup>b</sup>C<sup>b</sup>σ ΔΛ<sup>b</sup>dN<sup>b</sup>bPL<sup>d</sup>b. ά<sup>L</sup>Lά<sup>b</sup>rLb<sub>L</sub>Δ<sup>b</sup>b<sup>b</sup>dJ<sup>c</sup> Δ<sup>L</sup>Δ<sup>c</sup>CP<sup>b</sup> ΔD<sup>b</sup>b<sup>c</sup>NΔP<sup>b</sup>α<sub>L</sub>Δ<sup>b</sup>b<sup>b</sup>dJ<sup>c</sup>. Δ<sup>c<sup>b</sup></sup>σΔ<sup>b</sup>D<sup>c</sup>Lσ<sup>b</sup>J<sup>c</sup>C<sup>b</sup>α L<sup>c</sup>b<sup>b</sup> bΔ<sup>b</sup> Δ<sup>b</sup>C<sup>c</sup>NJCP<sup>d</sup>C<sup>b</sup>b<sup>c</sup> Δ<sup>c</sup>L<sup>d</sup>C<sup>b</sup>σ Δ<sup>b</sup>C<sup>c</sup>NJC<sup>b</sup>A<sup>c</sup>D<sup>c</sup>b<sup>c</sup>. Δ<sup>b</sup>C<sup>d</sup>C<sup>b</sup>.

Act is? Thank you, Mr. Chairman.	
<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ペϷርና•</b> (ጋኣትበJና): <sup>ና</sup> d৮°உ广், ୮ <sup>,</sup> ኣልbር፞ <sup>ና</sup> •. ୮ <sup>,</sup> ▷•ለ•.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) As I said in my full statement, we agree with the philosophies and the concepts of what is contained in the Act when we look at bilingual education and inclusive education, but again, because of how responsibilities are devolved to the DEAs and to the CSFN, in a lot of cases it is very hard to operationalize these philosophies and the concepts within our school system. For example, if we look at the language of instruction, the three models, it varies from community to community and it makes it really hard to evaluate where communities are with the implementation of their language models because it is not consistent from community to community. (interpretation) Thank you, Mr. Chairman.	<b>Ϸ</b> Λ <sup><b>b</b></sup> : <sup>5</sup> db <sup>a</sup> d <sup>ib</sup> , Δ <sup>b</sup> / <sup>2</sup> @Þ <sup>c</sup> <sup>b</sup> . (Ͻ <sup>i</sup> λη) <sup>c</sup> ) CΔ <sup>i</sup> L <sup>b</sup> <sup>b</sup> <sup>5</sup> b <sup>b</sup> b <sup>l</sup> L Ϸ <sup>5</sup> b <sup>b</sup> λ <sup>a</sup> <sup>b</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Savikataaq.	<b>Δ•/ペÞርና•</b> (ጋኣኦበJና): <sup>ና</sup> ժታ°உ广், ୮ <sup>、</sup> Ϸ <sup></sup> ለኦ. ୮ <sup>、</sup> ር ኣልbር <sup>ና</sup> •.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. That is the reason I was asking because I agree with you that you have to compare apples to apples. If someone is in grade 6 in Arviat and if they move to Igloolik or Iqaluit, they should be taught the exact same thing. If they are in grade 6, there should be no variation.	<b>ኣ&amp;bϹ໋ჼ</b> (ϽϞϡϡϽͿͼ): ፣dታ°ႭϹჼ, ΔϷϒϘϷϹʹჼ. Δ΄, ϹΔĹ ϹʹʹϘ ϤΛͺϚϹʹჼϷϭʹϧ Ϥʹ·ϚʹͽϽΠϦϷϷϲ ϹϷϤϤ ϤϞϡϔϭ·Ϸ ϤϞϡϹʹϞϳϞͽϽϭ·Ϸ ϫϲϲϤ ΛϷϭ·ʹͼϧϽͼϧ ϹͿϐ·ϫͺʹϐͻϹϲͺϤʹϐϚϚϹ. Δʹ·ͻϲ·ͰϹϷ Δʹϐͻʹ϶ʹϼϚ ϤϷʹ·ϲʹʹͽϽʹϐ·ϐϧϪͼʹͼʹϪϲϹʹϭϤʹϷϽϹ ϤϞϟϔϹϷ ΔϲʹϐϭϤʹϭ·ϐϧͺϤʹϐϧʹϞϹ ϤϞϟϔͼʹϞϹʹϽϭʹϐϐʹʹϲϽϲ
In terms of your commitment to bilingual education, are students tested for whether they are bilingual when they graduate? Do you have a measurement to see whether bilingual education is working? Thank you, Mr. Chairman.	CΔL⊂ Ϥʹ·ΓʹͽϒLႱʹϒϷͽ LናϷʹͼʹϭͼ ϷናϷϷ៸ͼʹϭͼ ϤϽʹͻϒ ΔϹͼϭϤϚϚϚͽϾϚϭͼͳͽ, ΔϹͼϭϤʹͼϦͼ ʹϧϷϷϞϛͼϹϷͺϤϚϲϲϲϲϫͼ ϷͼϷϷ; ΔϲʹϒLႱͻϤϛͿϫͺϳϹ ΛϧάϚΔϤLC? CLͼႭ ϤϷϲϛϚϤϛͿϫͺϳͽͼ ϹΔϳͽͺͼϷϷϞͼϔͿϪϒϷͽ LናϷͼ ϷͼϷϷ;ͼϭͼ ϤϽ;ϭͼͽ? ϛϤϷͼϫϹͼ, ΔͼϒͺϨϷϹ;ͼ.

<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ<sup>ϧ</sup>/«ϷϹ··</b> (ጋኣትበJ <sup>ϲ</sup> ): <sup>;</sup> dሃ°ዉ广 <sup>ϧ</sup> , ΓʹϹ ኣልbϹʹ· <sup>ϧ</sup> . Γʹ Ϸ <sup>ϧ</sup> Λ <sup>ϧ</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently right now, the only formal measurement that we have is departmental exams. The one required for graduation from grade 12 is the English exam. Those exams are in place and those determine the actual formal measurements right now.	<b>Ϸ·</b> ΛϷ: ʹ·dϧͽϥϹϷ, ΔϷϟ≪ϷϹʹϷ. (ϽϞϷႶͿϚ) Ϲͽϥϲ, Δϲϫ ΔϷϟ≪ϷϹʹϷ ʹ·dϧͽϥϹϷ. Ϲͽϥ Ϲ«≪ ϷϚϽϚϷͶϽϤϥͺ«·ϹͽϚ ʹϧϷϷϞϷͶϽϤϥͺ«·ϹͽϚ Λϧሲ·ϷϽͶϷ ΔϲͼͽϞυͱϹͽʹϳϹ ʹϧϷϷϞϷͶΓͼ·ϲϹϺͼσ. ϹΔϷϭϤ ϷϞͿ·ϲ·Ϸ;ϚΓ ʹϧϷϷϞϷϹϷʹϧϲͼͽϽΔϚ ʹϧϷϷϞϞϹϷͽϷϲϲʹϷϽΔϚ ʹϧϿͶϹ ΔϲͼͽϞυͱϹͽϳϹ.
Currently, if we look at the language of instruction, kindergarten to grade 5 is the only requirement in force right now, so we wouldn't be testing for bilingual levels at that level yet. As we know, the full bilingual implementation goes up to 2019. When it started in 2009, what we have been doing is looking at kindergarten and then grade 1 and grade 2. Right now, the requirement is kindergarten to grade 5. (interpretation) Thank you, Mr. Chairman.	▷⁵Ხ▷ᠠš ⊲ጋëC▷ᠠš ፊᲚᲐᲘናᲘᲙር▷՟שָּׂ כַּפַרָּגָרָטָ, זַפַרַזָּ ۵כָּגַרָרָרָרָ גָכָּ בַפָּרָטָרָגָ זַפָרָאַרָ בַרָּ בַרָרָסָרָ גַרָרָ בַרָרָ
<b>Chairman</b> : Thank you. Ms. Okpik. Mr. Savikataaq.	<b>Δ•/ペϷϹ</b> ና• (ጋኣትበJና): ኀሪታ°Ⴍ广•, Ϸ•ለ•. ኣልኄዕር፞ኈ.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. The way the current Act is, bilingual education is supposed to be fully implemented, as you said, by 2019. Is there going to be some type of a measurement tool so that you know whether you are making progress or not, whether bilingual education is working? Thank you, Mr. Chairman.	\&bĊ <sup>\$\$\$</sup> (ϽϞϽϽϚ): <sup>\$</sup> d۶ <sup>a</sup> af <sup>b</sup> , Δ <sup>5</sup> /«Ϸ         L       L <tr td="">       L      L</tr>
<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ペϷር·</b> • (ጋኣትበJ፡): <sup>ና</sup> d৮°ዉ广•, ୮ <sup>៶</sup> ር ኣልbር፞ኈ. ▷•ለ•.
<b>Ms. Okpik</b> : (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently, we have Inuktitut language arts from kindergarten to grade 6 that we	▶•∧•: ናd۶°உ广ঁי, ۵۲′ペϷርኈ. (ጋኣ፞ኑበሪ) ደ°உ مے‹በጋኈ ልᲚናበርኦቴሩርኈጋል‹ ୮₽√ርዾσኈ<፞σና ናdናበኈσლ 6-⅃ና. ርደ°உሮ ናbഛኈ

use. The whole issue of language of instruction, you know in part with the Office of the Auditor General's report issued in 2013, it's very well known that we have struggled to implement bilingual education. I can state, as I stated in appearance before the Office of the Auditor General, that we will not be able to meet the requirement to produce bilingually proficient graduates by 2019-2020 if we continue on our current delivery and implementation of language of instruction. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you. Ms. Okpik. Mr. Savikataaq.

**Mr. Savikataaq**: Thank you, Mr. Chairman. I believe in standardized education and in your opening comments, you said that is what you are going to strive for. I think that in order to get standardized education, you have to have a standard across the board. Like you said, I agree with you that there should be one language of instruction that is consistent throughout Nunavut and it will be the same in all the schools.

That being said, on page 3 of your opening comments, you said that the *Education Act* provides and ensures that it is committed to "*Inuit Qaujimajatuqangit* from the Minister of Education, DEAs, CSFN, and school staff," but in the current Act, CSFN is exempt from language of instruction. From the presentation we got, I don't think they have any cultural programs. I would like to see if that should be changed or if CSFN, on there, can do what they want. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Savikataaq.

**Δ▷/<<>Δ▷/Δ▷/Δ▷/Δ▷/Δ▷/</** 

 $\dot{\Delta}$ , C $\Delta$ L $\Delta$ c  $\sim$   $P^{5}$   $\rightarrow$  Uc C° C°  $\Delta$  L $^{6}$   $A^{+}$  U  $\Delta$   $C^{+}$   $a^{+}$   $D^{-}$   $a^{-}$   $J^{-}$  L C  $U^{+}$  $A^{+}$   $\Delta^{-}$   $\Delta^{-}$   $\Delta^{-}$   $\Delta^{-}$   $D^{-}$   $\Delta^{-}$   $J^{-}$  L  $C^{+}$   $\Delta^{-}$   $\Delta^{-}$   $\Delta^{-}$   $D^{-}$   $\Delta^{-}$   $\Delta^{$ 

**Δ•/<><** 

Ms. Okpik.	Γ' ⊳ <sup>ь</sup> ∧ <sup>ь</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) If I could just go back and talk about language of instruction and the standards, we are working right now to develop the standards and benchmarks for the Inuit language. This has been a challenge because the proficiency levels have not currently existed. We are working very hard and as we, in the future, talk more about our balanced literacy initiative and the guided reading work that we are doing where we can measure actual reading levels in Inuktitut, we are excited about that work.	Ϸ·ΛϷ: ናປϧ° ϤͺΓϷ, ΔϷ/ «ϷϹͼϷ. (ϽϟϷΠϽͼ) ϷΛΦε: ናປϧ° ϤϽͼ Δο
With respect to CSFN, you are correct that language of instruction does not apply to them. However, this does not prevent them from providing Inuktitut as a language of instruction within the classroom. If we do have an opportunity to go, if we follow our submission and we go into the parts where it relates to CSFN, we can probably go into a little bit more detail as to some of the changes that we would like recommend where it relates to Inuit societal values and having CSFN report on Inuit societal values from CSFN. (interpretation) Thank you, Mr. Chairman.	ር የ ር የ ይ ይ የ የ ይ ይ የ የ ይ ይ የ የ ይ ይ የ የ ይ ይ የ የ ይ ይ የ የ ይ ይ የ የ ይ ይ የ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ ይ የ ይ የ ይ ይ የ ይ ይ የ ይ
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ•/«ϷϹ</b> ና• (ጋኣኦበJና): ናਰታ°Ⴍ广•, Γኁ Ϸ•∧•. Γኁ ⊲ና企•bና•.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. I'm going to be I apologize; I have a cold today, so it's good for the witnesses that I won't be able to maybe ask too many questions.	<b>Ϥ·ϤϷϧ·Ϸ</b> (ϽΫϟͶͿϲ)։ ·ϭͿϧͼϫϹϳͼ, ΔͼϒϭϷϹϳͼ. ϹϹϤϾͺͼ ϿϭͼϷϹ ϤͶͼϧϫϿϤϽͼϾϳϧͼϧϹϚ ͼϤϞϹϧϳϽϿͼϾͲϤͼϷͼϹϞ
In your opening comments on page 3, I'm just looking at how, in the past, the process that led to the development of the	LጋΔ <sup>ւ</sup> រվՈ <sup>ւ</sup> Ժ ϷʹϧϷϒʹϭ L <sup></sup> νΛႱ <sup></sup> υ 3, ʹϧϿͽ ϷϤ·Ͷϥͻ ΛϧϷ≪ʹϹϤϭ·ĽϧϳϹ ϒϭ≪·ϹϤ·ϿͶና LϲႱւΓϷ

Act was rigorous. You went through lots of schools, you talked with lots of people, NTI was involved, you went out, yet what we ended up with was an Act that also had a lot of barriers and we have a very low graduate rate.	<sup>క</sup> రిందిందింది: విద్దా సింది స్రామాలు లాలు లాలు లాలు సార్టులు లాలు లాలు లాలు స్టారింది లాలు లాలు లాలు స్టారింది లాలు లాలు లాలు స్టారింది లాలు లాలు లాలు లాలు స్టారింది లాలు లాలు లాలు లాలు స్టారింది లాలు లాలు లాలు లాలు లాలు స్టారింది లాలు లాలు లాలు లాలు లాలు లాలు లాలు స్టారింది లాలు లాలు లాలు లాలు లాలు లాలు లాలు స్టారింది లాలు లాలు లాలు లాలు లాలు లాలు లాలు లాల
I'm wondering, with all of that that happened, why have we ended up where we are today, do you think, with all of that input and all of that work? In your opinion, all this work that we're doing here today, how do we ensure that we don't end up with the same situation in five years from now? Thank you, Mr. Chairman.	ఊటం స్ప్రాక్ రద్దర్స్లు గిరిసిగిగింద్ విసిసిగి నంచి సినిని సినిది గంచి సినిని సినిది దింత్ రద్యం సంద్రం సింత్ రద్యం సిందింది సింత్ సింగింది సిందింది సిందింది సిందింది సినిల సినిలి సినిల సిని సిని
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>᠘৽৴⋞⋗Ϲ৽৽</b> (Ͻ <sup>ϳ</sup> ϞትՈJ <sup>ϲ</sup> ): <sup>ᡪ</sup> d৮°圶广 <sup>ϧ</sup> , ୮ <sup>៶</sup> ⊲ናႭ <sup>ϧ</sup> Ⴆ <sup>;ϧ</sup> .
Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) There has been significant change to education right from before 1999. I saw a lot of that change pre-Nunavut from where instruction was almost predominately in English to where you had major documents that came out that were jointed between the Northwest Territories and pre-Nunavut, the tradition document and the change document, for example, where you started really looking at local control, including Inuit culture and language.	<b>Ϸ•Λ•</b> : <sup>5</sup> d৮° Δ <sup>i</sup> , Δ <sup>b</sup> / «ϷĆ <sup>i</sup> . (Ͻ <sup>i</sup> , Ϸ∩J <sup>c</sup> ) Ϥ/ <sup>i</sup> <sup>2</sup> <sup>2</sup> · Δd <sup>b</sup> <sup>c</sup> <sup>i</sup> /Lt <sup>ib</sup> Δc <sup>-</sup> σd <sup>ib</sup> ∩D <sup>c</sup> ∩ σ <sup>ib</sup> 1999- Γσ <sup>c</sup> 4/ <sup>i</sup> <sup>2</sup> <sup>ib</sup> ⊃d <sup>b</sup> <sup>c</sup> <sup>c</sup> Od <sup>i</sup> /Lt <sup>ib</sup> Δα <sup>b</sup> <sup>c</sup> <sup>c</sup> Δ <sup>b</sup> <sup>2</sup> <sup>ib</sup> <sup>ib</sup> <sup>ib</sup> <sup>ib</sup> <sup>ib</sup> <sup>ib</sup> <sup>ib</sup> <sup>ib</sup>
When we did do the consultations, I think it was the very first piece of legislation that Nunavut was to embrace. People worked to have that opportunity to talk about and really reflect on their needs and wants. When we look at the wants of the Inuit language and Inuit culture, rather than it just being an add-on, we really heard that it needed to be the foundation of our education system.	<sup>ና</sup> Եኦዮባናክርር ነጋር ርঁዲ ሃዎናተሩናበብኒሪኮክሪኒኒር ለናਰታም ወዲዎና አምምርኦተም በህንኦተም ላኒ Δውውና σናተባጋርኦሆድፈኮምኒር ሃዎናተምሩኒኒናኮርኦንσ Leuኦንንσ. ርΔካሪላ ΔውΔና ኦናኮኦጎህ ርժቄቅናበህ Δተምዕቶችሁ Δεንንጋጋው ወኦዮናጋσ. ኦናኮኦንኦኦሬኦምጋንና ጋግኒልናደሲኦታሊላናኮና Δሮኖσብምጋናኪσናበዮውና.

When we went out to the communities, it was very different from what we heard from community to community. We went into some communities where they absolutely did not want any Inuktitut language instruction. They wanted it to be a subject. We went to other communities where they wanted 100 percent Inuktitut instruction. It was looking at the needs and the wants of communities and looking at, back then, the research that took place around language instruction, for example. It was bringing and melding it all together. When I say we don't want to come away from language instruction and bilingual education, I think those are very important things that are still embedded within the Act.

The other exciting thing about this piece of legislation that was very different and is different was that within the first two years, it called for a review of the *Education Act.* I think, by putting that, we recognized that there were many changes that we wanted to implement and then the provision for five years afterwards, a review to continue happening. Because this is the first piece of legislation and the first real review, I think and when looking at the outcome of the review from the Office of the Auditor General, we can really clearly see what changes need to be made to make things better, to operationalize at the local level, the school level, and still hold the language and culture within the Act.

We're excited that this review has taken place because now we can actually come back and say, "This is where we feel changes need to be made." (interpretation) Thank you, Mr. Chairman.

<sup>5</sup>d&</μL<5) <sup>5</sup> የΓ<sup>5</sup>2σ<sup>56</sup>C<sup>5</sup>b<sup>66</sup>γL<sup>4</sup>L<sup>4</sup>. CΔL <sup>1</sup><sup>6</sup>α > Λ<sup>6</sup>bσ<sup>6</sup> C > <sup>5</sup>b<sup>26</sup>ασ<sup>4</sup>C L<sup>5</sup>α <sup>4</sup>ν<sup>5</sup>λα<sup>4</sup><sup>5</sup><sup>6</sup><sup>6</sup>C. (C<sup>1</sup>λλΛ<sup>1</sup>)<sup>26</sup>σ<sup>66</sup>C<sup>66</sup>) <sup>5</sup>d<sup>56</sup>α<sup>4</sup>, Δ<sup>6</sup>ν<sup>4</sup>α<sup>5</sup><sup>66</sup>.

Chairman: Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ⁵ґ≪ϷϹናኈ</b> (ϽϞϡ∩ͿϚ): ·ϭͿϟ≏ႭϹϷ, Ϲʹ Ϸϧ∧ϧ. Ϲʹ ⊲ናႭϧϸϧϧ
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thank you for that response. I know it hasn't been easy and it's probably not going to be easy even going forward because there are a lot of challenges.	<b>ፋናዹゃьጭ</b> (ጋኣኦበJና): ናਰኦ°ዺቮካ, Δካፖ≪ኦርጭ, የኦናርናልᡩኌ. ርL°ዹ ለኦሊላዮንጋਰኌ፝ <sup>ኈ</sup> ቦኒርና ላካኒኌ ርΔLΔንኡሁσ.
I haven't gone there to look at it myself, but we often hear about Northern Quebec and how they have managed to have a real strong language component to their schools where they have Inuit graduating and they are trilingual. It makes me wonder: what are they doing differently that we are not doing here? What challenge do we have that they don't have? Maybe you might have some insight into that. Thank you, Mr. Chairman.	Cdσ4 <sup>5</sup> ν/L <sup>a</sup> <sup>4</sup> P <sup>c</sup> D <sup>6</sup> U a <sup>5</sup> Fσ <sup>5</sup> <sup>6</sup> P <sup>2</sup> 4σ D <sup>5</sup> S <sup>6</sup> CΔ <sup>a</sup> af <sup>c</sup> C d<Δ <sup>b</sup> Λ <sup>5</sup> dP <sup>c</sup> -J <sup>5</sup> D <sup>5</sup> <sup>b</sup> 4D <sup>c</sup> <sup>2</sup> V <sup>5</sup> S <sup>6</sup> C <sup>5</sup> σ <sup>6</sup> P <sup>c</sup> 4 <sup>5</sup> <sup>a</sup> P <sup>c</sup> D <sup>5</sup> S <sup>5</sup> D <sup>2</sup> C <sup>a</sup> d <sup>5</sup> d <sup>5</sup> V <sup>2</sup> C <sup>4</sup> C <sup>4</sup> C <sup>5</sup> D <sup>5</sup> D <sup>5</sup> D <sup>5</sup> 5 <sup>5</sup> D <sup>2</sup> C <sup>2</sup> Q <sup>5</sup> C <sup>4</sup> C <sup>4</sup> C <sup>4</sup> C <sup>5</sup> D <sup>5</sup> D <sup>5</sup> D <sup>5</sup> D <sup>5</sup> D <sup>5</sup> 5 <sup>5</sup> D <sup>2</sup> C <sup>2</sup> P <sup>3</sup> C <sup>5</sup> D <sup>2</sup> C <sup>5</sup> D <sup>5</sup> D <sup>5</sup> D <sup>2</sup> D <sup>2</sup> D <sup>5</sup>
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would like to say that we work with the Kativik School Board. We've had meetings in the past with them and have done presentations on how we deliver education in both of our jurisdictions.	<b>▶•∧•</b> : ነdታ°ฉ广, ፊчረ «ኦርঁ (Ͻኣኦብሪ) Ճ, ርΔL ርካሪ Δሮ°σላ፦ንሮኪኦዮና ለሮኪႪበቦታዎና ԵበናԵናውረLናጋናና ላዛሬጋ ኦσቴቪሊላ፣ልቦረLናጋናና ነይጋኈ Δሮ°σላኈንሮኪσኈ ላኦርበዛሬጐርበሪና ርጀσ ላልኮጋኈረLσናዕበናበዮσ.
I guess the biggest difference between Nunavik, the Kativik School Board, and ourselves is they have a language policy that is directed through their school board where they actually determine what subjects, for example, are taught in the Inuit language. I guess that would be the biggest difference.	CΔL ላኣኦሶ՞° ዮኣረርኦጋላናምህ bበልካ Δሮ՞σላኈጋሮሲኦቴሪ ላጋላሁሮኦኈረLኄLC Δሮ՞σላኈጋሮሲኦ ዮር bበLኦዮቦ ዾና ጳኈጮርኦረLኀጋቦ ላዛሬጋ ዉናሮላሙ Δውበጋና Δሮ°σላኈበናረσላናLኄύናፑን, ዖረሙ ርL°ዉ ላኣኦኊቦ° ዮኣረርኦጋላኈጋኈ.
I would, however, like to say that when we work with them at the national level with our work with them with Inuit	የイላσ ϷʹϧΡͰϞʹ·ϧ ϹΔͰ ϧϫϹϹ ϹͰϭ. ዮイላϭ ʹϧϷϟϹϥϚ·ϹͿͼ ϹͰͽϥϭͺ·ϧϲϒϪͼϫͼ ϭͼϟͻͻͶϲϧͼϢͼͼͼͺϭͼϟͻͻͶͼϷϲϫͽϽͼ ϹϪͰͼϫ

Tapiriit Kanatami, they do have the same challenges as Nunavut. For example, they have a high dropout rate. Most recently, about three weeks ago, we met with them and they did talk about having issues about language revitalization and language erosion within their communities. We will continue to work with them.	ϼ <sup>ͼ</sup> ϷϽΔ <sup>ͼ</sup> ͺͼϷϚ <sup>ͼ</sup> Ͽσ <sup>ͼ</sup> ΔϹ <sup>ͼ</sup> σϤ <sup>ͼ</sup> Ͷσ <sup>ͼ</sup> . Ϥ <sup>ͺ</sup> LͺͻͺͺͺL <sup>ͼ</sup> ͺϲͺͺͺϞͺϤͺϲϷ <sup>ͼ</sup> ͻ <sup>ͻ</sup> Ϸ, Λͺϲ,،ϥϤϲ <sup>,</sup> ͼϷΔ Λ <sup>ͺ</sup> ϧ <sup></sup> ͺϲ <sup>-</sup> <sup>6</sup> Ͽ <sup>-</sup> Ϸ <sup>-</sup> <sup>6</sup> ϷϷ <sup>,</sup> <sup>1</sup> <sup>6</sup> <sup>1</sup> <sup>6</sup> Ϸ <sup>1</sup> <sup>6</sup> Ϸ <sup>1</sup> <sup>2</sup>
To reiterate, they do have a language policy that guides them in how they will implement language of instruction. (interpretation) Thank you, Mr. Chairman.	ᡏ᠋ᠫᡏ᠋ᡶᡄ᠋ᠧ᠋ᠳ᠋᠄᠆ᡄ᠂ᢂ᠋ᢆᠥ᠆ᡘ᠋᠆᠆ᡘ᠆᠆᠆᠆ ᠖ᠴ᠋᠋᠅᠘᠋ᡛ᠋ᠯᠯ᠋ᠯ᠋ᠯᡄ᠋᠆᠖᠖᠋ᢂ᠋᠆᠆᠆᠆ ᠖᠆ᡩᠳ᠋᠋᠘᠆ᡩ᠆᠆᠆᠆ ᠆ᡩ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>∆•୵⋞⋗⊂</b> ⊷ (ጋኣ̀≻∩Jˤ): ˤdᢣ°ᡅᡤᢆᡃ, ▷⁵∧⁵. ⊲ˤᡅ৽̀b⁵.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thank you for your response, but that leads me to my next question. In your opening statements, on page 3, you talk about the <i>Inuit Language Protection</i> <i>Act</i> and the <i>Official Languages Act</i> . Are they, in your opinion, something like a language policy but a little bit stronger? If the language policy in Quebec has worked so well, why don't we have something? Is this the same thing? Why don't we follow the route that they have taken? Thank you, Mr. Chairman.	<b>ϤʹϤϷϧ·</b> Ϸ (ϽΫϧͶϽϲ): ͽϥϧͼͲϼ, ϘϧʹϭϷϹͼ ϤϯͳϿ ͼϤϧͼͳϼͺϷϷϼϒͼͺͺϲͼϫͺϧϧͺϲϫͿϲͺϤϒͽϥͶϿϲ ;ͼϧϧͺϷϧϒͼͺϫͺϿͺϫ ϷͼϷϛͺϫͼ ϷͼϷϛͺϫ ϷͼϷϛͺϫ Ϸ ϲ Ϸ ϲ
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>∆৽៸⋞⋗⊂৽৽</b> (Ͻ <sup>ϳ</sup> Ϟት∩Jና): ˤdᡃᢣᢩ°ݠᡤᢆᡃ, ⊲ˤݠᡃᡉ᠋ᡃᢑ. ⊳ە∧ഄ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) The <i>Inuit Language Protection Act</i> states that students have the right to education in an Inuit language and so our legislation works alongside with the <i>Inuit Language</i> <i>Protection Act</i> .	Ϸ•Λ•: ናdታ°ዺ广፟፟፟፟, ΔካረዊϷርጐ. (ϽϞϷႶͿና) ርĽካdϤ ΔϿΔϚ ϷናbϷ;ʹʹዮϿϚ Ϟ <i>&gt;ንኑϷ;</i> ͺͿ·Ϟ;ϮϦϚ ϷናႦჼϷ;Ϳͺ· ϹĽካdϤ Δϲ·°σϤჼ·ϳϚ ΛϞ°ͺϤϷͶናႦናͰϹ ΔL° Δϲ·°σϤΡ°ϥͺͺϤናႦናϿͶ· ϷናbϷ;ናΓͿϚ. Ϲʹϥ Lϲ·ႱϿϚ ϹLϽΓʹ·Ⴑ ΛϲͺͺϞ;ϞϹϷ;ʹʹͽ <i>Δ</i> ΔϚ ϷናbϷ;ʹʹϒ·ϼϛ Ϟ <i>&gt;ን</i> Ϸ;ϞͶϭͱ
When we talk about language, our consistent theme has been that it starts at	ᡧ᠋ᠬᠬᡪᡏ ᠙ᠡᡧᠦ ᢗ᠋᠋᠋ᡄ᠋ᡄ᠕ᡴᡆ᠋᠋᠋ᡝᡃᢆᡶ᠋ᢩ᠆ᢗ᠘᠋᠋ᢩ᠘ ᢤᡃ᠋᠉᠋᠋᠙᠘ᡘ᠊ᡅᠺᠻ᠋᠋᠕᠄᠙᠋᠋ᠮ᠄᠌᠌᠌᠌ᠮ᠅ᡶ᠋ᠮᢗᢄ᠋ᢄ᠋᠋᠖ᢄ ᢣᢩ᠋᠉ᡷ᠋᠋᠓᠄ᠯᡧᡄ᠆ᡆᠦ᠋ᠮ᠋᠉᠘ᡄᡨᡆᡐ᠋᠌᠌᠌ᡔᠧ᠋᠋᠋᠋ᠸᠳ᠋ᡬ᠋᠋᠋᠄᠋

home. I think, when we look at the strengthening of language, it's not just the education system. It's all government departments. It's all aspects of society that want to have to make it work.	ለলሊልলԼና Δ૯Ϸቦላ፣ክዩLC Δፅ፣ክበሶলԼናጋ ሮካፈ «ተንንበ፣ክሊላ፣ክምጋና ለ፣ክበሶካጋበካ.
I'm going to go back again to the specific case of what education can do. In our written submission, we're saying that there is too much variability right now out in the communities and that variability comes from the form of selecting from three language models and then how much of another second language that will be offered. I believe we need to focus on a single, consistent language model. We believe that our schools will benefit if we provide greater clarity and greater direction on language of instruction.	ϷΛͺͺϤ <sup>ϧ</sup> Ϸ <sup>°</sup> σ <sup>4</sup> σ <sup>4</sup> ς ( <sup>5</sup> dd Δ <sup>°</sup> σ <sup>4</sup> <sup>γ</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>5</sup> <sup>5</sup> <sup>2</sup> <sup>2</sup> <sup>4</sup> <sup>2</sup> <sup>5</sup> <sup>5</sup> <sup>2</sup> <sup>4</sup> <sup>2</sup> <sup>4</sup> <sup>5</sup> <sup>2</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup>
When you talk about Nunavik, we are actually suggesting that consideration be given to the approach that Nunavik has followed where they do have a language of instruction policy. In this case, the policy identifies the language of instruction to be used when providing instruction in the various strands or subjects and the amount of instructional time to be provided by language for each of these strands in grades.	교교ል°୮ ኦናክኦ፡፡ ۵، ۵, ۵, ۵, ۵, ۵, ۵, ۵, ۵, ۵, ۵, ۵, ۵, ۵,
For example, right now, in our language of instruction model, we have three models and it may depend on from 80-85 to 90 percent of instruction being given in the Inuit language with the remainder in a second language and in most cases, it's English. However, it really binds and ties schools, for example, if they wish to offer English instruction in the math subject. Right now, the way the way the legislation is written, you would not be able to provide instruction because of the percentage of time that is alloted for each	CL <sup>6</sup> d4 80-85 >५°∩୮° 90 >५°∩⅃ <sup>c</sup> ∆൧∆ <sup>c</sup> Þʻ6Þ? <sup>∿</sup> Ր∩J <sup>c</sup> ⊲ጋ <sup>‰</sup> CÞ <sup>∿</sup> LC, Þʻ6Þ? <sup>∿</sup> UC Ͻ <sup>,</sup> ϲͺ՟ͺͻσϷ° ʻb <sup>c</sup> ͺͻἁͺ∩ϽΔ°α,2રં≫ <sup>‰</sup> . Ρ?⋖σϲ, bN'2L≫ <sup>c</sup> Ϥ <sup>L</sup> ⊥ ⋖ <sup>b</sup> ጋΔσʻb <sup>‰</sup> d <sup>c</sup> ∆ϲ <sub>\</sub> δϷરσ <sup>k</sup> , Þ <sup>,</sup> ວ̀∩Ր <sub>-</sub> ͻͿ, ΔLΔJL <sup>&lt;</sup> <c, ત<sup="">i<sup>c</sup>,ͻ ʻb<sup>c</sup>ͺͻἁͺ∩Ͻ<sup>c</sup> Δϲ<sup>°</sup>σ<sup>4</sup><sup>‰</sup>Ω<sup>c</sup>YJLJ<sup>n</sup> <sup><i>i</i><sup>i</sup><sup>s</sup></sup>ͻ ἁ\Ϸ?ત.σ<sup>b</sup>d<sup>c</sup> Ĺ<sup>°</sup>αϷર<sup>i</sup><sup>‰</sup> L<sub>c</sub>UΔ<sup>c</sup> CΔL<sup>°</sup>αΔJ<sup>°</sup>α.5<sup>×°</sup><sup>°</sup>C<sup>2</sup>D<sup>°</sup> L<sub>c</sub>U<sup>‰</sup> CΔL<sup>°</sup>α <sup>4</sup><sup>i</sup><sup>®</sup>P<sup>2</sup>L<sup>°</sup>L<sup>c</sup> Č<sup>b</sup>d4 &gt;\<sup>c</sup><sup>°</sup>N<sup>°</sup>C<sup>°</sup>C<sup>1</sup>.</c,>

language.	
We feel that by the Minister having more responsibility and directing actually which subjects at what grades the Inuit language will be taught at will give greater clarity. It will be easier for us to determine benchmarks, assessments, and standards by grade level, by subject, if we were able to have much more clarity in that area. (interpretation) Thank you, Mr. Chairman.	ርΔL Γσ <sup>\</sup> ር ΛϲႢϤ <sup>ϧ</sup> \σ <sup>ϧ</sup> በርϷ <sup>ϧ</sup> Ϸ <sup>ͼ</sup> σ <sup>ͼ</sup> Ϸ <sup>ϛ</sup> ͺʹϲϤϭ <sup>ϧ</sup> Δϲ <sup>e</sup> σϤͿ <sup>ϧ</sup> \Γ <sup>ϧ</sup> ΔL <sup>e</sup> ͺ_ͻͺΔ <sup>ϧ</sup> <sup>κ</sup> /Lσ <sup>ͼϧ</sup> \σ <sup>ϧ</sup> Δϲ <sup>-</sup> σϤ <sup>ͼ</sup> <sup>ϧ</sup> ΠϹϷͿϧ <sup>ͼ</sup> σ <sup>*</sup> Γ <sup>ς</sup> . Ϥ <sup>ι</sup> Lͻ <sup>ρ</sup> <sup>ι</sup> ϲ <sup>-</sup> δ <sup>1</sup> <sup>5</sup> <sup>3</sup> <sup>3</sup> <sup>(</sup> <sup>5</sup> ) <sup>(</sup> <sup>1</sup> ) <sup>(</sup> <sup>5</sup> ) <sup>(</sup> <sup>1</sup> ) <sup>(</sup> <sup>1</sup> ) <sup>(</sup> <sup>5</sup> ) <sup>(</sup> ) <sup>(</sup> <sup>1</sup> ) <sup>(</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δﻪ/≪ϷϹ</b> ᠬϷ(ϽϞϞ∩ͿϤ: ·ϭͿϧឩϼϮϧ, ϷϷΛϷ. ⊲ናႭϷϧ·Ϸ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thanks for the answer. Yes, it is a very difficult job. I think everybody wants to to see Inuktitut be used more, especially in the communities.	<b>ፋ'௳৽Ხ'</b> ৽ (ጋኣ፞ትበJና): 'dᢣ°௳广், ᠘ካፖ《ኦርጐ የኦႱልና. ር՞௳ ለኦሲፈጋላንጋ፝፝፝፝፝፝፝፝ ለሮሲፈሲናጋJ. Δഛበጋና ርdJLላፊ°௳ኦႱናር ፈጋኈርኦσኈ፟፝፝፝፝፝፝፝፝፝፝፝ዾኯጜ
One of the things that came to my mind as you were speaking about language of instruction and that is it's going to be a real challenge, I think, for the department to really look at all the needs about it because if you look at the west in the Kitikmeot, you know their needs are different, their language is Inuinnaqtun. As a department, how are you going to provide a fair service that's going to meet the needs of the different regions because we're not all the same? Thank you, Mr. Chairman.	CΔL <sup>c</sup> CÞ <sup>ss</sup> Δ/LΓϲϲϷ <sup>s</sup> Lს <sup>b</sup> d Ϸ <sup>s</sup> bϷ/ <sub>L</sub> ςĊ <sup>c</sup> CΔ <sup>c</sup> Ċ <sup>b</sup> dd Δc <sup>e</sup> σd <sup>s</sup> Γ <sup>c</sup> ν <sup>i</sup> ζCϷ <sup>c</sup> Ϸ <sup>s</sup> bϷ <sup>j<sup>c</sup></sup> d <sup>b</sup> / <sup>2</sup> <sup>s</sup> <sup>2</sup> <sup>s</sup> σd <sup>s</sup> L <sup>c</sup> C <sup>e</sup> <sup>2</sup> <sup>2</sup> Λc <sup>2</sup> αδ <sup>k</sup> <sup>2</sup> <sup>s</sup> <sup>2</sup>
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>Δ•/≪ϷϹ</b> · <b>ಀ</b> (ϽϞͻ∩Ϳ·)։ ·dϧ៓៰Ϲϳ·, ⊲·៰៴ϧ·. Ϸϧ∧ϧ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I guess this is the reason why the Act gave a lot of that control and responsibility to district education authorities because we do recognize that each community and the regions are very different and unique	<b>▶•٨•</b> : ናਰት ﻣַרָּ, ۵۰۲ פרַ . (כוֹ אַרְחָלַי) בָּ, כַבַּ כَ - ברָנָ - כַ כַּ - כַ ﻣַ

from each other. Again I think I would like to reiterate that. I think we need to	ᢄᡃ᠋ᡃᠥ᠋᠋᠕᠆ᡩᡉ᠋᠋ᡱ᠆ᢧ᠖᠊᠋᠕ᢗ᠋᠌᠌ᡔᡗᠮ᠌ ᠘᠆ᡨᡆ᠋᠋᠋᠋᠋ᢁᡩ᠕ᡩᢣᡃᡳᢗᢈ᠋ᠺ᠋᠋᠋
choose one language of instruction	᠘᠆ᡨᡆ᠋᠋᠅ᠬᡳ᠋᠈ᡬᠧᢧ᠇᠋
model.	
For example, currently we have two	
communities that require Inuinnaqtun, so the work that we're doing is parallel.	ለር'bሊላ'b'Lበ <sup>ϧ</sup> Δຼຼຼຼຼଜበጋ'ຼຼ Δຼຼຼຼຼຼຼຼຼຼຼິຼ Ճ℠b൨Ճ۶ኈՈՙbናՙር ⊲ልኦጋኈፖLσ⊳< ଐ୴ୡୢୖ୶Ր℉ም
Inuktitut and Inuinnaqtun, for example,	ᢗ᠋᠋᠘ᡃᠳᠣ᠋᠅᠋᠋᠋᠘᠊ᢄ᠘᠋ᠫ᠘᠋᠋᠖᠖᠉ᠫᠴ᠘᠋᠋᠅ ᠙᠋᠋᠋ᡤ᠋ᢄᡔ᠘ᡄ᠋ᠳ᠋᠋ᡔᡆᠺ᠉ᠫᡄ᠋ᡅᢣᡃᡆ᠋᠋᠕᠋ᡗ
that work is parallel. We have staff at the regional level, for example, that would	
focus on Inuinnaqtun within our	
Kitikmeot School Operations.	
When we talk about language and I bring	ዾኁ፞፞ዾዾጚዀ፞ጜ፟ዀዀዾኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ
this up, at some point, the territory will have to have a discussion on dialect. We	
really feel that we have real distinct	ᡏ᠈ᡷᡤᢩ᠉᠋᠂ᠬᡄᠴ᠂᠘᠘ᢞᡆ᠊ᢂ᠋ᡃᢐ᠋ᢣᡘᡃᢐ᠋ᢂᡔᡩᢕ᠘ᠴᡃ᠓ᡔ ᠫᢣ᠋ᡃ᠋ᢐᡄᢗ᠋᠋᠋᠉ᡶᡄᡄ᠘ᠴ᠋ᢞᠳᡏ᠋᠋᠋᠉ᠫᡊᢞᢉᡥᠥ᠋᠋
dialects across the territory. We often hear from DEAs where they want	ΔL°ዉ ΔϹ°σবኈበና៸Ϟብኦጜኇ ዉኄ୮σኈ ኦኄኦኦና ፈጋናጋቦና ፈኈ፞፞፞፝፝፝ኯኯ፟ጜርዖLኄLር ዖረላσ ፟L°ዉኦጚኈ
specific resources developed in their dialect. Right now, it is just too cost	⊲₽Ͻͻ⊲ჼLϹ Ϲ∆L°Ⴍ∆Ⴊ৮⁵Ⴡ<ና. Ճ, CL°Ⴍ
prohibitive to be able to develop based on	᠌ᠫᢩᡥ᠋ᡃᠣ᠕ᡥᠳ᠋᠋᠋᠆ᡩ᠖ᢄᢣ᠖ᡔᡟ᠋ᢄ᠆᠘᠋ ᠘ᡄᢪᠦᡆ᠋᠋᠋᠋᠋ᢁ᠋ᡩ᠋᠉᠋᠋ᢄ᠅᠋᠙᠋᠋᠁ᡔ᠋ᡬ
dialect. I welcome that conversation, I think, in the future when it pertains to	ᢗ᠘ᢩ᠂ᡆ᠊ᢂ᠋᠖ᡃᢐ᠋ᢄᡔᡄ᠋ᢄ᠘᠋᠋
resource development and the use of	
dialect with our resources.	
Right now, currently, when we hire	᠘ <sup>ᢑ</sup> ᡃ᠋ᠣᡆ᠘ᡃ᠋᠈ᢛ᠋ᡣ᠋ᡄᢅ᠋᠄ᢄ᠘᠈ᠳᠣᢌ᠋
individuals to develop resources, they're developed in the dialect of the person that	᠘᠆᠆ᠳᡏ᠋᠉᠋ᠬ᠙ᢣᡟᠺ᠋᠋᠉ᢣᡆ᠉ᡩ᠅᠋᠉ ᡄ᠋᠆ᡏ᠆᠋ᢍ᠆᠖᠋᠖ᢄ᠘᠆᠉᠆᠖᠘᠆᠉᠆᠖᠘
we hire. (interpretation) Thank you, Mr. Chairman.	'dদ৽৹广৽, ᠘৸৴᠙Ϸᢗ᠋᠋᠄᠈
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ•/≪ϷϹ·</b> • (ጋኣ̀ኦ∩J <sup>ϲ</sup> ): <sup>ና</sup> dታ <sup>ຼ</sup> ៰፫ <sup>ͱ</sup> , Γ <sup>、</sup> Ϸ <sup>ϧ</sup> ∧Ϸ. Γ <sup>、</sup> ⊲ <sup>ና</sup> Ⴍ <sup>ϧ</sup> Ⴆ <sup>;ϧ</sup> .
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thank you for that. I just had	
a thought that perhaps for our audience	
that are listening to the TV or radio, one of the things you might want to do is just	<b>◁ჼႭﻩᲮჼ</b> ﻩ (ϽϞᡝᡝᠺ᠋᠋ᠠᠶ: ᠮdᢞᡆᡏᡃ, ᠘ᢐᠠ᠙ᢈᢗ᠅ ᡧᡃ᠘᠋ᠴ
explain the models that we have been discussing just so that everybody has a	᠋᠂ᡃᡆᡰᢞ᠌᠌ᡆᡤᡃ ᠙᠌ᠵ᠋ᡰ᠕ᡩ᠘᠅᠘᠘ᡷ᠘ᡔ᠋᠋᠅᠘᠅᠘᠅᠘᠉ ᡬ᠋ᢤᡃᢦᡗ᠅᠋ᡄᢄ᠆ᠬᡃᡩ᠋᠁᠅ᡩ᠅ᢄᡔ᠋᠋ᢦᡃᡠᡬ᠅ᠵ᠋᠕ᡩ᠘᠋᠁
clear understanding about what that	ᡬᡃᢆᡰᡆᠵ᠋᠋᠊᠋ᡰ᠋᠊ᠳᢄᢂ᠋᠋ᢁᡩ᠖ᡃᢗ᠉᠋᠋ᢕ
means, and then I'll ask my next	᠘᠆ᡨᠣ᠋᠆ᡏ᠅ᡰᢗ᠋ᠫ᠋᠂ᡩ᠋ᢣᢄ᠆ᡆ ᠋᠋ᠫᠻᡃ᠋ᢐᢄ᠋ᢩᢥᡝᡄ᠋ᠫᡪ᠋᠋᠅ᢗᠵ᠋ᢐᢗᠫᢐᡆ᠋᠋᠋ᠮ᠘ᡷ᠋ᡕᢄ᠂ᡁ

question. Thank you, Mr. Chairman.	۹۸∿œקלך. יקאַפֿרָדָי, קאַלאַרַזָּי
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>Δ•/ペレር፣•</b> (ጋኣትበJና): <sup>ና</sup> dታ°ዉ广ঁ•, Γ՝ ଏናዉ步bና•. Γ`ር ዾ•ለ•.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) We do have three language models and we have them titled, one is the Qulliq model, then there's the immersion model, and	<b>▶ﻩ٨ﻩ</b> : ናਰታ°ഫ广ঁ, ᠘ﻩ୵᠙ϷϹʹႪ. (ጋኣኑበጋና) ርၑdϤ ለኈሁረሙ ᠘፫°σϤበናበኦቲበናbዖ°ዹናናር ርΔኦϷʹጔበና ናਰናሮ
then what we call the dual model. The Qulliq model really looks at communities that may have a little bit stronger Inuktitut within the community. Typically between kindergarten to grade 3, the Inuit language instruction is 85 to 90 percent and then a non-Inuit language is taught by subject between 10 and 15 percent. As we go onto the next phase of the Qulliq model for grades 4 to 6, the Inuit language is 70 to 75 percent Inuit language and then 25 to 30 percent in a non-Inuit language. In the Qulliq model still continuing, grades 7 to 9, the Inuit language is 55 to 65 percent and the non-	${}^{6}$ $d^{-}$ $e^{-6}$ $d^{-}$ $d^{-$
Inuit language is 35 to 45 percent. In the immersion model where communities feel that they need more Inuktitut within their school system, the Inuit language is 85 to 90 percent again and then the non-[Inuit] language taught as a subject is 10 to 15 percent. For grades 4 to 6, the Inuit language is 80 to 85 percent and then the non-Inuit language is 15 to 20 percent. In grades 7 to 9, the Inuit language would be taught 65 to 70 percent and then the non-Inuit language 30 to 35 percent	ርΔ°  ΔϿናΠϽϚ ΔϹ <sup>®</sup> σϤΠናΠΓϤኘϧჼσ <sup>™</sup> \Ϸረዮϟ Ͽͺϲϳ <sup>-</sup> ርͺͺͰϳϤϤ 85-95 >\ <sup>*</sup> ህϟ <sup>™</sup> ርΔ <sup>1</sup> ϷʹϧϷϟͺϧϷ <sup>®</sup> ዮϚϽϚ 15-20 >\ <sup>*</sup> , ʹͼͿ«ዊϟ <sup>®</sup> σ <sup>-</sup> ͺϿ <sup>-</sup> 4- 6-ͺͿϚ ΔϿΔϚ ΔϿናΠϽϚ ΔϹ <sup>®</sup> σϤΠናΠσ <sup>™</sup> 80-85 >\ <sup>*</sup> ,  ርΔ <sup>1</sup> dϤ ΔϿϚΠϽ <sup>*</sup> ΓϚϽ 15-20 >\ <sup>*</sup> . ʹͼͿ«ዊϟ <sup>®</sup> σ <sup>®</sup> σ <sup>*</sup> 7-9-ͺͿϚ ΔϿΔϚ ϷʹϧϷϟ <sup>*</sup> ΓϚ ΔϹ <sup>®</sup> σϤΠናΠ <sup>1</sup> ϟϹϷυϟ <sup>™</sup> ϽϚ 60-65 >\ <sup>*</sup> CΔ <sup>1</sup> dσ <sup>*</sup> υ ΔϿΔ <sup>C</sup> ϷʹϧϷϟͺͺ <sup>*</sup> ΓϹ <sup>®</sup> Γ <sup>2</sup> 30-35 >\-Γ <sup>1</sup> .
language 30 to 35 percent. I need to explain the dual model a little bit more. For communities where you have large percentages of Inuit and non- Inuit, for example, Iqaluit, Cambridge Bay, and Rankin Inlet, these communities	CΔ° L ί? σ δ C° σ 4 Λ ι Λ ι δ σ δ C° σ δ σ δ Λ 4 δ σ σ J CL δ σ δ L σ σ σ σ Δ σ δ δ δ L Λ 2 σ σ δ σ σ δ σ σ δ σ σ δ σ σ δ σ σ σ δ δ δ δ δ L Λ 2 σ δ σ σ δ σ σ δ σ σ σ σ σ σ σ σ σ σ σ

typically would choose a dual model. Students are assigned to one of the following streams in consultation, so there has to be an Inuit language stream and then a non-Inuit language stream. For example, you would look at students that have Inuktitut as a first language and then you would have those Inuktitut as a second language. That would be the difference.	ϷͽͻͶϹϿϤͺϿϲͼͺϫͺͼͺ;ͺͺϲͺϫ ϷͼϷϧ;ͼ ϷͼϷϧϧͼ ; ϷͼϷϧϧͼ ;
For the Inuit language stream, we would look at the Inuit language again at 85 to 90 percent in K-3 and then 10 to 15 percent non-Inuit language taught as a subject. For grade 4, it changes from the Inuit language from 70 to 75 percent and the non-Inuit language at 25 to 30 percent. It goes on to grade 5, 60 to 70 percent in the Inuit language and then non-Inuit language would be 30 to 40 percent. Grade 6, the Inuit language at 55 to 60 percent and then the non-Inuit language at 40 to 45 [percent]. You will see this on the other side where it's the non-Inuktitut language stream. It's the flipside. If you have a grade 4, it would be 70 to 75 percent of the non-Inuit language and then 25 to 30 percent.	$\dot{C}^{b}d4c \Delta_{D}\Delta^{c} P^{b}DP/^{b}P^{c} 85-90 > L^{c}$ $CP \supset U^{5}\Gamma^{b}P^{c} \Delta_{c}^{-c}\sigma 4c^{c}\dot{C}^{b} \supset \sigma^{b}$ $id^{a}Q^{a}\sigmac^{-}\Delta^{c} 3-J^{c} 10-15 > L^{c} \Delta_{D}\Delta^{c}$ $P^{b}DP/\Lambda^{b}P^{c}\Omega^{c}P^{a}\Delta^{c} \Delta_{c}^{-c}\sigma 4\Gamma^{c}\sigma^{c}\Omega^{c}\Gamma^{c}\tau^{c}70-75 > L^{b}$ $\Delta_{D}^{c}\Omega^{c}$ , $\Delta_{D}\Delta^{c} P^{b}DP/\Lambda^{b}P^{c}\Omega^{c}T^{c}70-75 > L^{b}$ $\Delta_{D}^{c}\Omega^{c}$ , $\Delta_{D}\Delta^{c} P^{b}DP/\Lambda^{b}P^{c}\Omega^{c}T^{c}\sigma^{c}\sigma^{c}\sigma^{c}\sigma^{c}\tau^{c}\tau^{c}\tau^{c}\tau^{c}\tau^{c}\tau^{c}\tau^{c}\tau$
When you see all these variables put in there, you will see that there is a significant difference between the number of instructional hours in the Inuit language and the non-Inuit language. We have just not been able to keep up with the benchmark assessments for each of those grades and each of those models. Again just to reiterate, we are in the implementation mode for kindergarten to grade 5 right now.	ርંካሪ ፈንኦሶጭቦናጋና ፈንኦሶጭኮዮ ሮሪህልቦና ርካሪ ይናጭቦና ይሮጭ ላበናበውና ነና ይይናንና ፈንጭበጋና ጋ ኦናን እናስ አስባባር ላጭህበረ ቢያ መንግር ርሳሪ ነን ነን በዖር እር የሚያስት የኮሮ ላጋ መ በዖር እር የሚያስት የኮሮ ላጋ መ በዖር እር የሚያስት የኮሮ የስታ ላጋ መ ስምር እር የሚያስት የካታ የስት
Then in grades 10 to 12, it would change. The minimum credits required for grades 10 to 12 in all models would be 15 credits in the Inuit language and 15	<sup>ና</sup> d°ペፖ°ፓር°ውና 10-12-Jና

credits in a non-Inuit language. Grade 11 would be Inuit language 10 credits, non- Inuit language 10 credits. Grade 12 courses, again 10 credits in the Inuit language and 10 credits in the non-Inuit language. We do move to a credit system for grades 10 to 12. (interpretation) Thank you, Mr. Chairman.	፟፟፟፟፟፟፟፟ዾ፞፞፞፞ጏኯ፝ ዾጏናበጋ፞፝፝፞፝፝ኯ፟፝፝ ዾጏናበጋ፞፝፝፝፝፝ኯናጋዀ ዾ፝ቔዾኯ፟ኇ ፞፝፝፝፝፝፝፝፝፞፞፞ ፞ጜ 10-ሙ ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ ዾጏዾና ዾቔዾኯ፟፝፝፝፝ኯ፟፝ ረጋ፟፟ት በ፝፝፟፝፝ (ጋ፟፟ትት በ፝፟፝፟፟፝፟፝፝፝፟፝
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ•/≪ϷϹ</b> ናኈ (ጋኣ̀ኦ∩Jˤ): ˤdᡃᢣᢩ°Ⴍ广ᡝ, Γኁ Ϸ⁵∧⁵. Γኁ ⊲ˤᡅʰᡋˤŀ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Again on page 4 in your opening comments, you talk about Part 4 of the <i>Education Act</i> . There are a number of bullets here where you speak about what the Minister is responsible for. One of them is "Establishing and putting in place targets regarding how well languages should be spoken and written."	<b>ϤʹϤϷϧ·ͽ</b> (ϽͺͻϷͶϤϲ): ͽϤϧͼϥͺϝ, ϭϧϞϭϷϹͺͼ. Ϟϲ ͺϝϧϒͺͼͺϫͺϫͺϫ ϫͺϫͺϫ ϫ ϫ ϫ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
Yesterday, we were at the parish hall and we had one of our public meetings and we had a lot of great comments. One of them was made by a lady who is actually in the House here today with us, who said that you perhaps are missing one of the models and that is for children whose first language is Inuktitut. If they chose the Inuktitut model, they would be in a classroom where everybody's first language was Inuktitut. She gave an example about her child who spoke Inuktitut very well. She chose the Inuktitut stream and when her child went into the Inuktitut stream, she found that most of the children there didn't speak Inuktitut. Her child ended up being the interpreter for everybody else between the teacher and the children.	Δ<<`\`\````` b∩L∩ና∩_D`LC ΔC <sup>®</sup> σ4 <sup>®</sup> DC <sup>¬</sup> Lσ <sup>5</sup> JC 4 <sup>®</sup> C <sup>®</sup> b <sup>9</sup> G b∩L& <sup>®</sup> Uσ P <sup>5</sup> bP/P <sup>6</sup> C <sup>1</sup> A <sup>®</sup> D <sup>2</sup> J <sub>2</sub> D <sup>5</sup> L <sup>C</sup> CL <sup>b</sup> d4. P <sup>6</sup> <sup>®</sup> J <sup>1</sup> C <sup>2</sup> D <sup>2</sup> C <sup>1</sup> C <sup>2</sup> D
I think that is a very worthy thing to think about because, I think, perhaps there needs to be some thought put into there because we don't want children who are	ϹL°Ⴍ ΔረL՝ኣ、ჼჾჄϷჇႶႶჼႶჃႭჃჼႦჼჾႫናႶႮ ΛϹჼႦႭჃჼႦჼჾႫჼLჼ ႠL°Ⴍ ΔረL՝ኣ、ჼჾჄϷჇႠϷ_ჂႻ ჼႼჂჼჼႱ֍ჼ

strong in their first language of Inuktitut going to school and then because of the conditions or the environment they're in, in the school, take that away. I'm wondering: what are your thoughts about that? Thank you, Mr. Chairman.	ϷʹϧϷϒͼͳϭͺϷͺϷʹϧϿ϶ͺϤͶϥͼϧϽͼ ϪϹͺͼϪϥϤϹͺͼϿͺϴͺϿͺϹϤͳͼͺͺϹͼϥϥ ϪϹͺͼϪϥϫͺϿͺϲϫͺϲϫͼϫ ͼϤϫͼͺϫϲϫϫϫ ͼϤϫͼϫϲϫϫϫ ϫϫϫϫ ϫϫϫϫ ΔϤͳϤϗϷϧͺͺͼϥϫͼϫϫϫ ϫϫϫ
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>Δﻪ/≪ϷϹ·</b> Ϸ(Ͻ <sup>ϳ</sup> ϡϷႶͿϤ): <sup>ϛ</sup> dϧ <sup>ͺ</sup> ϫͺϹϷϧͺͺϹʹͺͺϤͼϫϷϧͼ.ͺϹϧ Ϸϧϒͼ
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Again I think communities like Iqaluit are very different where that dual model has been implemented. We can see and hear first hand some of the issues and the challenges that we're having at the school level to be able to operationalize this component of the Act.	<b>Ϸϧ</b> ΛϷ: ͽϤϧͼϲϳͼ, ΔͼϟͼϷϳͼ. (ϽϳϟΛϽϲ) CΔĹϽΔͼͺͼͽ Δͽϧͼ CLͼͺ ϫϥ;ͼ Ϥϟͼϙͼ CdͼͺͼϿϙͼ ϤͽϷͼͼ Ϥ; ϤϽͼϿϙͼ ΔϲͼϭϤϽͼͶϲͿϲ ΓέρΔͼϭ ϷͼϷϷϳͼϭͽ ϤϽͼϿϚ ΔϲͼϭϤϽͼͶϲͿϲ ϤϿͼϲϽϲϫͼ Ϸ϶ͼ Ανάτος Ανάτο Ανάτος Ανάτος Ανδο Ανάτο Ανδο Ανάτο Ανάτο Ανδο Ανάτο Ανάτο Ανδ Ανδο Ανδ Ανδ Ανδ Ανδ Ανδ Ανδ Ανδ Ανδ Ανδ Ανδ
I think, before I say, "Let's explore that model," I would like to say that the basis of our current models that we have right now and the regulations were a by- product of research conducted in 2000. That research is already 15 years old. I think, as a department, we need to reinvestigate possible approaches to bilingual education given the capacities that we do have in Nunavut. For example, if we look at New Brunswick where they have a bilingual education model as well, where we have some of our partner jurisdictions like Nunavik, I think we need to relook at how we deliver, but actually the research behind bilingual education. I think we also have to look at some of the issues and challenges that we have in Nunavut that are very specific to Nunavut that you might not have, for example, in New Brunswick; staffing, for example.	<sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup>
When we look at language of instruction and the schools select a model and the DEAs go out and consult, they have to	▷᠋᠈ᡃ᠋᠔ᡔ᠋᠈᠋᠘᠆ᠳᠣᡏ᠑ᡗ ᠕᠆ᡨᡆᡗᡃᡬᢄ᠊ᡆ᠌᠌ᠵᡏ᠅᠋ᡄ᠋᠋᠋᠅ᡔ᠋ᢄ᠕᠆᠆᠆᠆

develop staffing plans. You look at the people you have on staff, you look at the future, for example, where we're going to increase the language of instruction, and you also look at the competencies and capabilities of instructors coming into our school system. For example, if we have a K-5 language of instruction implementation model right now, you would look at your staffing complement. Staffing plans have to be developed to look at, okay, kindergarten, grade 1, grade 2, and grade 3, are you going to be having a one-two and two-three to be able to have Inuktitut-speaking, qualified educators within those classes?

In some other cases, and we have heard a lot about this, is the letters of authority. I remember going into one community, and it was a community where I thought we would not have an issue with language of instruction, the community was looking for a grade 2 Inuktitutspeaking educator. There were no applications. We could not get a qualified grade 2 Inuktitut-speaking educator in that community. They went out to the community to see if there was anybody on a letter of authority that we could get. They could not get anybody on a letter of authority. Therefore, they had to change their staffing plans. They took the grade 3 Inuktitut-speaking educator, reassigned them to grade 2, and put the grade 3 position out as an English-speaking educator. Those are the types of scenarios that we have at the local level.

Staffing has been a big issue with us. I think this government has done a great job investing in the Teacher Education Program into our communities. The number of bilingual graduates that we have coming out, our system is not keeping up with that demand. Our other

 $\Delta \dot{c}^{\circ} \sigma_{2} \supset \dot{v}^{\circ} L^{L}\Gamma + \mathscr{P}^{\circ} \dot{c}^{\circ} a < 4^{L} i \land A^{\circ} a^{\circ} \sigma^{\circ}$   $\cap \nabla^{\circ} b \cap J^{\circ} \land A^{\circ} a^{\circ} \sigma^{\circ} \dot{c}^{\circ} \cap C b \sigma^{\circ}.$   $a a c^{\circ} a < c b^{\circ} l L L < d C b r^{\circ} J^{\circ}$   $d b b^{\circ} \cap c b P \cap \delta^{\circ} b^{\circ} r^{\circ} c^{\circ} b C \Delta^{\circ} d P r^{0} \sigma^{\circ}$  $i d^{\circ} q r^{\circ} \sigma^{-} 2 - \Gamma^{\circ} \Delta c^{-} \Delta^{b} \wedge \Gamma^{\circ} f^{\circ} \sigma^{-} \delta^{-} \sigma^{-} \Delta^{c} h^{-} b^{\circ} \partial^{\circ} b^{-} b^{\circ} h^{-} c^{-} \partial^{\circ} h^{-} \delta^{-} \delta^{$ 

>dd しዲኒቴሮ Δჼቴውሏንናበላቴጋናላላኒሲፈጋንረዚኖ Δርጎሏንቴጎም Δሮ՞ዎላቴበናበኖሮሮላዮ՞ውናኒር ወዉሮ՞ዎ ላንንሶ՞ዮርጋም ላኒኒጋ ኒናንሏዮም >ናሪንስም ላጋን՞ዉቴጋና ርኒን ኦወቴንረኖሮላናጋቡ. ለንዮላኒናርሲናሪናኒር ላኒኒጋ ኒዕላ

issue has been the slower development of teaching resources. As you know right now, our big priority is the guided reading and writing in Inuktitut to be able to ensure that we do have standards in reading assessment and writing assessment.	᠘᠆ᡨᠣᡆᢓᡣ᠌᠌ᡰᢣ᠘ᢩᡩ᠖᠋ᢂ᠋᠌ᡷ᠘᠘ᡃᢣ᠂ᢣ᠋ᢁᡩ᠆᠌ᢁᡷᢣ᠘ᡶ᠍᠍᠍᠍ᢣ᠘ ᢄᡃᢐᡄ᠋ᢆ᠋᠘ᡄᢄᡃᢛ᠋ᡪ᠖ᡊ᠋ᠺᢑ᠋᠖᠄᠖ᢄ᠆᠖᠖ ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
Again, because our education system relies on many variables, again decisions made at the local level, it has made it very difficult for us to administer and to evaluate. If I go back to our written submission, we would like to explore a one-model system and to look at by grade level and more authorities given to the Minister to set that direction for consistency and to address our need to be able to develop those standards and benchmarks per grade by language level. (interpretation) Thank you, Mr. Chairman.	CΔĹϽΔ <sup>e</sup> Δ <sup>e</sup> ΔC <sup>e</sup> σ4 <sup>e</sup> DC <sub>c</sub> Δσ <sup>e</sup> D <sup>e</sup> bδ <sup>e</sup> bl <sup>c</sup> 4Γ/σ <sup>b</sup> 4 <sup>i</sup> <sup>b</sup> P <sup>c</sup> N4 <sup>i</sup> <sup>b</sup> L <sup>e</sup> <sup>k</sup> P <sup>c</sup> Dσ <sup>b</sup> <sup>i</sup> bP <sup>k</sup> L <sub>4</sub> d <sup>ib</sup> L <sup>s</sup> D <sup>e</sup> σ <sup>c</sup> 4 <sup>j</sup> <sup>b</sup> <sup>e</sup> <sup>k</sup> P <sup>c</sup> D4 <sup>i</sup> <sup>b</sup> <sup>k</sup> P <sup>c</sup> D4 <sup>ib</sup> <sup>j</sup> <sup>c</sup> 4 <sup>j</sup> <sup>b</sup> <sup>e</sup> <sup>k</sup> P <sup>c</sup> D5 <sup>i</sup> <sup>i</sup> bP <sup>k</sup> L <sub>4</sub> d <sup>is</sup> J <sup>e</sup> σ <sup>c</sup> 4 <sup>j</sup> <sup>b</sup> C <sup>j</sup> <sup>k</sup> D <sup>c</sup> D <sup>k</sup> <sup>k</sup> DCP <sup>k</sup> <sup>b</sup> <sup>i</sup> bP <sup>k</sup> L <sub>4</sub> d <sup>is</sup> d <sup>ib</sup> C <sup>j</sup> <sup>k</sup> T <sup>b</sup> 4D <sup>ib</sup> CP <sup>k</sup> <sup>k</sup> DCP <sup>k</sup> <sup>b</sup> <sup>i</sup> d <sup>ib</sup> d <sup>k</sup> L <sup>k</sup> d <sup>is</sup> d <sup>ib</sup> P <sup>c<sup>k</sup></sup> D <sup>k</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>᠘ᢑᠡ᠙ᡐᡄᢉᢛ</b> (Ͻᡃᡕᡝᢈ᠋ᠺ᠋᠋ᠠᢗ᠄᠄᠔ᡃᢞᢁ᠋ᡤᢛ, ᢂ᠋᠕ᢣ. ᢀ᠋ᠬᡆ᠌᠉ᡃᡉᠬᡃᢛ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. I just have one last question that is in reference to your comment about NTEP. I think it's a great thing to have that here, but one of the concerns I hear is that as the years have gone by, you're getting more and more graduates that don't have the proficiency of the Inuktitut language. You're expecting these teachers to replace the teachers that are here now that are perhaps not from here, but yet their language skills may not be to the point where they could actually teach Inuktitut to the standard that everybody is expecting. How are you going to deal with that? Thank you, Mr. Chairman. That is my last question.	<b>4' Δ • b * •</b> (Ͻͺ ͻ, Ϸ, Δ, Ϸ, Δ, Ϸ, Δ,
<b>Chairman</b> : Thank you, Ms. Angnakak. I'm sure it's not your last question for the	<b>Δ•/ペϷር፣•</b> (ጋኣኦበJና): ኀd৮°உ广ঁ <sup>ኈ</sup> , ዻኁ፞ዾ <sup>ኈ</sup> b <sup>ኈ</sup> . ላለኈdበጋላሲ <sup>ֈ</sup> ፟፟፟፟ኦኆ՟ <u>ረ</u> Δ°ኈዮርΔና

day.	⊳-۲-۲
>>Laughter	<i>››</i> Δ'ᡄ <sup>⊕</sup> ጋና
Ms. Okpik.	۲٬ ⊳۲۸.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) That is something that we have heard over the last couple of years from community members and from the public. We have been in discussions with Nunavut Arctic College about this very topic. We also know that some students that are graduating from the Teacher Education Program go on to not teach in the Inuit language. We recognize that this is something that we will have to have a continued dialogue with Nunavut Arctic College.	Ϸ·ΛϷ: ·ϭͿϧͽϥϳϷ, ΔϷ/«ϷϹ·Ϸ. (ϽϞϷϹͿϿ) Δ, ϹϹͽϥ ϽϞʹϷϲʹϚͳϧͽϲ. Ϥ·ϚϥϿͼ ϤϹϷϲϷϞͼϭ·ϷϽϿͼ Ͽϥϲ΅ϭ ϽϞʹϷ<ϞͽϹϷͽϤ Ϥ·ϹϿ ϹʹϷϷϭϤͼϫϧϲ ΔϿʹͼͼ ϿϥͽϤͳ ϲϲ·ϽʹϷϞʹϐϷϭϐϿͼ ϹϹͽϥ ϷʹϷϷϲϲϲͿϲͼϷϾϿͼ Ϥ·ϹϿ ϹΔϷϭϤ ΛϧϲʹϷ<ʹϲϥϲ ΔϲϞΔϷͽϞͿϲϷͼϞϚͽϽϛ ΔϲϞΔϷϷϭ·Ϸ ΔϿϷϽϽϛ ϷʹϷϷϲʹͼ ϥϽ·ϿͿ Δϲ΅ϭϥͼϷͶϲͶͼϷϲϾϫϲͶϲϚͼ ͼϷϿ;ϷϽϲͶͼϫϭϭͼϲϿͼ ϲϲϽͼϧϞͽϫϳϲ.
In our school system right now, we have what we call language specialists and they have not the qualified credentials. However, their role is to provide that standard of Inuktitut within the school system. We will be looking at their roles as well and how they are allocated. We expect schools to utilize the Elders in Schools Program that we fund. We provide the culture monies to schools.	ϤϤͺͻ ΔϹ <sup>®</sup> σϤʹͽϚϹ <sup>®</sup> σ L <sup>®</sup> ϷʹϧϷϷϟϲͺϷϧ ΛϲϤϫ ϷʹϧϷϟϲͺϷ Ϛ Δϲ <sup>®</sup> σϤ <sup>φ</sup> Ο Ϛ Δϲ <sup>®</sup> σϤ <sup>φ</sup> Ο Δ <sup>®</sup> σϤ <sup>φ</sup> Ο Δ <sup>®</sup> σϤ <sup>φ</sup> Δ <sup>®</sup> Δ <sup>2</sup> Δ <sup>2</sup> Δ <sup>2</sup> Δ <sup>2</sup> Δ <sup>2</sup> Δ <sup>2</sup> Δ <sup>2</sup> Δ <sup>2</sup>
I think we will have to look at it from many targeted areas, not just the supports to the classroom teacher, but supports to the school and then also supports to the community. (interpretation) Thank you, Mr. Chairman.	ርL°ዉ ՙየ୮ናንዉናብላኈርዎና ՙየ୮ናንዉናብላሊላኄႦኈርዎና ፚ፝፞፝፝፝፝፝ፚጟኯ፟፟፟፝ፚኯ፝፝፞፝ ፚኈ፟፟፟፟፟፟፟፟፟፟፟፟ይ፝፞፞፝፝፝፝ፚዾ፟፝፝፝፝ ፚ፝፟፝፝፝፝፝፝፝፝፝፝ፚኯ፟ጜኯ፝ጜ፟ፚኯ፟ጜኯጜ ፚዾ፟ጜዀ፟ዀ (ጋ፟፟፟፝፝፝፝፝፝፝፝ኯብ፝፝፝፟፝፞፞ጏ፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝ (ጋ፟፟፟፝፝፝፝፝፝፝፝ኯብ፝፝፟፝፝፟፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝ (ጋ፟፟፟፝፝፝፝፝፝፝ኯብ፝፝፟፝፟፟፟፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Ugyuk.	<b>Δ•/ペϷϹ·</b> • (ጋኣትበJ፡): <sup>ና</sup> dታ°ႭϹ <sup>ͱ</sup> , Γ <sup>、</sup> Ϸ <sup></sup> ለ <sup></sup> . Γ <sup>、</sup> Ϸ <sup>៲</sup> ៹ <sup>ϧ</sup> .
<b>Hon. Jeannie Ugyuk</b> : (interpretation): Thank you. Good morning. Thank you for giving me the opportunity. I am happy to be here to review the <i>Education</i>	<b>⊲ኈዸ፨፞፞ኈ፞፞ኈ፞፞ኈ፞፞ኈዾኯጚኈ</b> ፧ ፞፞፞፞፞፞፞ኇዾ፫፟፟፟፟፟፟፟፟፟፟ ፟ ፟ ዸዾ፞ኇ፝፞ዹዸ፟፟፟ዾዄዸኇዹኈበርዾႱዸ. ፞፞፞፞፞፞፞፞፞፞፞፞ጜዺኯዄዄ ዸዾ፟ኇ፝ዹዸ.

change as a government. Young students in Nunavut are getting an education and we want them to have the best education available to them. Today, they are young and tomorrow, they grow older. They need jobs and to be able to work and look	᠑ᢗᠻᡃ᠑᠘ᡕ᠘᠆ᡧᡳ᠋᠋ᡧᡃ᠋ᡰᡠᢗ᠋᠅᠑ᡄ᠌᠌᠌ᠴᡄ᠌᠌᠉᠆ᡘ ᠘ᡔ᠋ᢣ᠋ᠻᠡᠿ᠋᠅᠘᠄ᠳ᠘᠖᠆ᠫ᠆᠘᠋ᢗᠺᡱ᠋ᡠᡧ᠂ᠺᡃᢐ᠍ᡁ ᠘ᡱᠳ᠋ᢨᠧ᠋ᠱᢦᡩᡄ᠆ᡏᠣ᠆ᡏ᠂ᢣᡅ᠊ᠯᠶᡃ᠋ᠮ᠖ᢏ᠋ᠬᡅ᠋᠘᠅ᠮᠦᡃ ᠌᠋᠘ᡗᡊᠡᡏ᠋᠕ᡧᠮ᠖᠅ᢏᡣᡅ. ᡬᡃᡅ᠘᠘ᢣᢂᡬ᠘ᡄᠶ᠘
after themselves. This is part of life. I am happy to talk to the matter where you have written to the DEAs. I know they have difficulties in meeting their requirements under the Act. As you review the Act, will you look to include the DEAs to make their work easier and how can we clarify the roles for the DEAs under the Act? Thank you, Mr. Chairman.	<sup>5</sup> ۵۵۹۲ <sup>۱</sup> <sup>1</sup>
<b>Chairman</b> Thank you, Ms. Ugyuk. Ms Okpik.	<b>Δ▷/≪ϷϹናኈ</b> (ጋኣ̀冫ᡝᠺᠨሪ): ናሪሃ°Ⴍᡤᢑ, ୮ݖ ▷レᠵᢑ. ୮ݖ ▷▷∧ﻩ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Maybe to reiterate, we strongly believe that local control is still very important because of the differences across communities, whether it be educational programs. We still really believe that there has to be that strong local control. However, we do recognize that and we have heard this from many DEAs that they feel that they are volunteer boards and that they don't have the capacity.	<b>Ϸ·</b> Λ <b>・</b> (ϽϞϷηͿϚ): Δ <sup>ι</sup> L <sup>s</sup> b <sup>b</sup> C <sup>a</sup> Ϸ <sup>s</sup> b <sup>c</sup> η <sup>d</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> α <sup>d</sup> <sup>c</sup> <sup>c</sup> <sup>d</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>c</sup> <sup>d</sup> <sup>c</sup> <sup>d</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>c</sup> <sup>d</sup> <sup>c</sup> <sup>d</sup> <sup>b</sup>
If you look at the <i>Education Act</i> and the roles and responsibilities that have been devolved to the local DEAs, there is a significant amount right from policy development. If we look at developing an attendance policy or developing the <i>Inuuqatigiitsiarniq</i> Policy, some of the changes where it relates to policy, in our written submission, we're actually stating that the Act be amended for us to be able allow that there be a generic policy in	CΔL Λϧϧϧϧϲϲ ΠηςͽϲϷγLσͽϲ Δαμεταλος Δαμεταλος Δάιο Δάιο Δάιο Δάιο Δαμεταλο Δάιο Δαμεταλο Δαμετα Δαμα Δαμετα Δαμετα Δαμ Δαμ

*Act*. We all feel the need to nurture

there, for example. If the local DEA does not have that capacity to be able to go out and do the extensive community consultations that need to take place in developing the policy, they have a policy to fall back to. That's one example.	ႶႶናჼᢦ<ჼႠჃႠჼႦႶჼჂႶჼ. Ⴀ∆ჼႻႫჼႱ ჂჼჼႱልჼႦჼᢦ<Ⴀ ႶႶናჼჾჄႾჃჼჾႠჼႦჼႶჃჼჁ<ჼ ለϷႻჼჼኣϷႱႸჼႦჂჼჼ.
Another example is in the hiring of principals and vice-principals and the way the Act states where they have to be the majority. We recognize that DEAs do not have the capacity, the expertise, or the skills to go out and do the full Government of Nunavut Hiring Policy that has to be followed. We are asking for more changes in that area that gives the Minister more authority around this area. For example, when we look at their authorities on the school calendar and the ECE programs, the biggest thing we heard from the district education authorities is around the area of administering early childhood programs. We see that the majority of DEAs, even though a lot of them are implementing this program, feel it's a program that they shouldn't have to administer. That is one area. Language of instruction, again, is one area where we would like more authority for the Minister.	<ul> <li>Ϥ└L Ϥ/Ϥ ϷંϽՈՐՎL ჼΓϧϚ</li> <li>ΔჼϷ៰ΔϟჼͽϦͱ、ͽϟϷϲϚʹϞυΓͽ ΔϲϧʹͽϪͼΓ</li> <li>ϤʹϧϤ;ͼͽϔϿϷϧϲϥϲϧϳͽ. Λ;ϥϟ;ϥϭͽ Ϸ;ϿͼϧϟΓϲ;</li> <li>Ϸͽͼͼͼϧϲϫͼϲϲϧͼ</li> <li>ΔͼϧϷϲϥϫϧϧϧϧϲϥϲϧͽ</li> <li>ΔͼϧϷϲϥϫϧϧϧϧϲϥϲϧͽ</li> <li>ΔͼϧϷϲϥϫϧϧϧϲͼϧϲϧͼ</li> <li>Δͼϧμαμαμαμαμαμαμαμαμαμαμαμαμαμαμαμαμαμαμα</li></ul>
Inclusive education, I think we have some areas that we have placed on DEAs, for example, for them to actually make decisions around inclusive education where the expertise comes from the principal and the staff. Therefore, that responsibility should be given to the principal and to the staff within the school and not have it lying with the DEA. Those are some examples of change we would like to see from the district education authority level. (interpretation) Thank you, Mr. Chairman.	<ul> <li>ΨL Δ Δ ζ ΥΝΟ Λ΄Ε Δ Ο Α΄ Α΄</li></ul>

<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Ugyuk.	<b>ΔϷϟ≪ϷϹ·ͽ</b> (ϽϞϡϽͿϲ): ·ϭͿϟ°ႭϹϷ, Ϲʹ Ϸͽ∧Ϸ. Ϲʹ ϷͱᠵϷ.
Hon. Jeannie Ugyuk (interpretation): Thank you. I thank her for the response. The DEAs and the teachers all have different roles and responsibilities regarding the school and the environment. How do the DEAs count the school population and provide funding and how do they deal with suspensions in the schools or students who are expelled? How is that number comparable in the Nunavut communities? Thank you.	<b>Δ<sup>*</sup>υ-Κ<sup>*</sup><sup>*</sup><sup>*</sup><sup>*</sup></b> <sup>*</sup> <b>Δ<sup>•</sup>··</b> <sup>*</sup> <sup>*</sup> <sup>*</sup> <sup>*</sup> <b>Δ<sup>•</sup>··</b> <sup>*</sup> <sup></sup>
<b>Chairman</b> : Thank you, Ms. Ugyuk. Ms. Okpik.	<b>∆⊳/≪⊳ርኈ</b> (ጋኣ̀ኦ∩Jˤ): ˤdদᅆႭՐᡝ, Γኁ ⊳ч๙. Γኁ ▷▹∧ь.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. Are we talking about expelling students from schools? Thank you. I would like her to clarify that question, Mr. Chairman.	<b>ዾኯለኯ</b> ፞፧ ፞ጘ፞፝፝፝፝፞፞፞ኇዾ፫፟ <sup>ኈ</sup> , Δ <sup></sup> ኦረ «ኦር፟ <sup>ና</sup> ።
Chairman: Thank you. Ms. Ugyuk.	<b>∆⊳୵≪⊳⊂</b> ኈ (ጋኁ̀≻∩Jˤ): ˤdদ≏൨广҆•. Γ՝ ⊳ካ⊀⊮.
<b>Hon. Jeannie Ugyuk</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) The <i>Education Act</i> gives schools, principals, and DEAs the authority to suspend or even expel students from school. Does the department keep track of how many students are expelled across schools in Nunavut? Does legislation ensure that the reasons for suspension or expulsion are consistent across all of Nunavut's schools? Thank you, Mr. Chairman.	<b>Ϥʹ·Ⴑ;;·ϧʹͽʹϧϭͺϷ·;·</b> ; (ϽʹϧϷϹͿϳϲͺͼͽϽͼͽ ϤʹͽϤϹϷʹϿϭ Ͽϫϲ·ͼϭ ϤʹͼϤϹϷʹϿϭ Ͽϫ Δϲϧͼ Δϲϧͼ Δ ϲ
<b>Chairman</b> : Thank you, Ms. Ugyuk. Ms. Okpik.	<b>Δ•/&lt;Þርና•</b> (ጋኣትበJ <sup>ϲ</sup> ): <sup>ና</sup> dታ <sup>ຼ</sup> ៰ຼርቮ•, Γ <sup>、</sup> ▷ካላ <sup></sup> •. Γ <sup>、</sup> ▷•ለ•.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently, we do have the Student	<b>▶⋼∧⋼</b> : ናਰት°ฉ广°, ፊዮ/≪⊳ርናኈ. (ጋኁኑ∩ህና) է°屯ᠸ

Information System that captures school suspensions, whether they be in-school suspensions or out-of-school suspensions.	Δሮ <sup>ኈ</sup> σላ <sup>ኈ</sup> ጋ፫ሊσ <sup>ኁ</sup> ⅃ <sup>ҫ</sup> ጋዖፖቦላዖበσ <sup>ᢑ</sup> ነbናኣኦታሪ ዾላናርኦነትናርኈጋΔና ፟፞፞፞፞፞፞፞፞፞፞፞ ፟፟ጜ ላσበርኦbΔ <sup>°</sup> ፝፞፞፞፞፞፞  ላምርኦ <sup>-</sup> ፈናጋΔ <sup>-</sup> በበኈርኦነትናርኈጋና ነbናኣኦታሪና.
There are authorities as well that are consistent across the board in terms of how a student is expelled. For example, for health and safety reasons, a teacher can do a suspension, but I believe, for anything more than a five-day suspension, that decision has to be made by the district education authority. (interpretation) Thank you, Mr. Chairman.	<ul> <li></li></ul>
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Ugyuk.	<b>Δ•/«Þር</b> ᠬ• (ጋኣኦበJና): ˤdᡃᢣᢩᢁᡤᡃᢛ, ᠮ᠋᠈ ▷ᢑ᠕᠋ᡃᢛ. ᠮ᠈ ▷ᡃᠵᡃᡃ
<b>Hon. Jeannie Ugyuk</b> (interpretation): Thank you, Mr. Chairman. Are these suspension and expulsion policies the same all across the board in Nunavut? You didn't respond to that part of my question. Thank you.	<b>ዻኈሁሩኈ፞፟፝፞፞፞፞ኈ፞፟፝፝፝፝ኯ፞፟ቝ፝ቝ፝፟፝፝</b> ፟ኯ፟፝፝፝፝ Ċ <sup>፟</sup> ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ ፘ <sup>፝</sup> ፝፞፞፞፝፝፝፝ ዾ <sup>®</sup> ዺጏኇኇ፞፟፟፟ ፚኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ ፟ ፟ ረ <sup>ֈ</sup> ዾ የኦግስተገን የብንግድ
Chairman: Thank you. Ms. Okpik.	<b>Δ•/ペÞርናゅ</b> (ጋኣኦበJና): ናਰኦ°൨广ঁ•. ୮ <sup>,</sup> ኦ•ለ•.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) The process and in terms of the number of days, it's all consistent across the territory. Anything requiring more than five days of suspension requires DEA approval.	Ϸϧϒͱ; ͽϥϧͺϿͺϳϧͺϪϧϯϭϷϳͼ;ͺͺϽ;ϧͶϽͼ) ϹϹͼ ͶϲͺͺϤ;Ͽͼ;ϲϤϭͺϧͺͼϧϲͶϭͺϿͺϷ;Ͽϭϧ ϿͼϷϧϧͶϹϷϭϥ;Ϲϧϳͼ ϿϭϿϲϳϹͺϥϫϧϥͶϹϷϞͼ Ϸ;ϿϿϛͺϹ;ϲϹϿϛͺϷϧϦϳϿϲ ϿͼϷϧͶͶϹϷϞͽͽϫϤͼϷϛͺϪϲͼϫϤͽϽϲͲϧϧϥϲ ϷͶͳϧϫͶͼϿϲͺϤϧͶͼϹϷͼϷϤϲϧͺϹͺϫϿϭϹ·
However, what you will see different across the territory is the <i>Inuuqatigiitsiarniq</i> Policy that is developed by DEAs within the communities. Again, that is a policy where the community at the local level decides on positive school environment and how they expect their students, staff, and themselves to behave within the school.	LÞ௳Ⴀ ౨௳ፇŀℾ ᡧᡃኦᡤᡃᠬᠬᠯᠯ ᠘ᡱᡃᢐ᠋ᡣᡤᡊᡰᠯᠳ᠋ᠶ᠋ᡗ᠄ᡏᢃ᠋ᠯᡶ᠖᠋᠕᠋ᢗᢟᡧᡗᡊᠫ ᠘ᡄᢪᠣᠯᡃ᠋᠉ᢆᢕᡄ᠋ᡘᡷᠯ᠖᠘᠘ᢟᢉᢁᠴ᠋ᢏ᠋ᠮ᠊ᠳ᠋ ᢤ᠋᠉ᠹᡊᡄᢂ᠊ᢤᡃᡗᡄ ᠌ᠣᡆᠧᢪᠥ. ᡬᢪᡆᡄ ᡏ᠌ᢖᢐ ᢤ᠉ᠹᡊᡄᢂᢞᡶᢗ ᠣᡆᠧᢪᠥ. ᡬᢪᡆᡄ ᠯᢃᡃᡆᡶᢂᡃᡶᡗ ᠣᡆᡄᢪᠣᡗᡆ᠋ᡄᠮ᠊ᡦ᠊᠂ᡠ᠖ᡄᠧ᠊ᡏᢃ᠘ᠸ᠋ᡩ ᠣᡄᢡᠣᡗ ᡆᡄᡩᠣᡗᡆ᠋ ᡬᠥ᠋ ᡬᠥ᠋ ᡬᠳᡁᡬ ᡬ ᠘ᡄᢣ᠋᠕ᢂᡩ᠘ᠴᠯᠦ.

In the past, we have provided samples of what an <i>Inuuqatigiitsiarniq</i> Policy would look like. There is also a very rigorous community consultation that is supposed to take place before this policy is developed. (interpretation) Thank you, Mr. Chairman.	▷⊲ና∩⊲₽Ⴀ ᢣ᠀ᡔ᠋ᠶᠬᠲᠦ Ϸᡝ᠑ᢆᡣᠥᡃ ᠍ᠯ᠑᠘ᡁᢐᡄ ᠌ ᠯᡶᡅᢩᠧᡄ᠋ᡷᡄ᠅᠑ᢁ᠂᠈ᡋ᠇᠈ᡃ᠖ᡃᢗ᠅᠘ᡶ᠍᠍ ᠘ᡆᡄᡨ᠋᠊᠋ᢐ᠋᠔ᢣᡗᢦᡩᡄᡅ᠋᠋ᡠᢗᡄ᠌᠌᠉ᡷ᠑ᡴ᠋ᡗ᠙᠘ᡆ ᠘᠘ᡗ᠑᠊᠋ᡠ᠂ᠯ᠑ᢦᠾᡄ᠌᠋᠌᠌᠖᠅᠘ᡶᠯ᠖ ᠕ᡶ᠋᠈ᡩ᠋᠁᠖ᡁᡩᡄ᠋ᡬᡃ᠋,᠘ᡃᢣ᠙᠌ᢂᡬ
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Ugyuk.	<b>Δ•거≪ϷϹ·</b> Ϸ(ϽϞϞ∩Ϳϲ): ·dᢣᢩ°Ⴍ广ϧ, Γʹ Ϸͽ∧ͽ. Γʹ Ϸ <sup>ϧ</sup> Ϟϧ
<b>Hon. Jeannie Ugyuk</b> : Thank you, Mr. Chairman. (interpretation) The local DEAs have certain responsibilities under the Act and they have responsibilities about the use of the school. Under section 141 of the Act, it states that for people who want to use the school or the gym, the DEA can charge a fee to make that available. I have heard that some DEAs can charge a high dollar amount to rent out the facility. I know that some societies in the communities lack funds. Do you agree with me that there should be a provision in the Act if they are going to be charging for school facility rentals, that there should be something there in the Act about it? Thank you, Mr. Chairman.	<b>Δ<sup>6</sup>υ<sub>τ</sub><sup>κ</sup><sup>6</sup>b<sup>6</sup><sup>6</sup></b> <sup>λ</sup> σ <sup>λ</sup> <sup>6</sup> <sup>4</sup> <sup>6</sup> (Ο <sup>4</sup> ληυ <sup>6</sup> ): <sup>6</sup> d <sup>4</sup> Δ <sup>2</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> (O <sup>4</sup> λη <sup>2</sup> ) <sup>2</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> Δ <sup>2</sup> <sup>6</sup>
<b>Chairman</b> : Thank you, Ms. Ugyuk. Ms. Okpik.	<b>Δﻪ/≪ϷϹ</b> ናኈ (ጋኣ̀ᢣ∩Jˤ): ናਰኦ°Ⴍ广⁵, Γኣ ▷ч⊀ﻩ. Γኣ ▷▹∧▹.
<b>Ms. Okpik</b> (interpretation): Thank you. (interpretation ends) We feel that this is one area of the Act that needs to be looked at and possible changes made, especially around the area of charging. It's not consistent from community to community and also the use of the facilities can be cumbersome. For example, we have identified schools to be used as warming facilities and the authorities of who do we go to when we request the use of the school to be a warming facility, around those authorities	<b>ϷͽΛϷ</b> : ͽϭͿϷͽϫϳϷ. (ϽϞϡΛͿͼ) ϹϹϐϫ ϲϲႱϷ< Δͻϲʹϧ Δλεμενες ͼρεγγνετοντάνος «Ανγνενεργναστάνες ερασίας «Ανγνενεργναστάνες ερασίας «Ανγνενεργναστάνες «Ανγναστάνες «Ανγναστάνες «Αντάνας Ανγναστάν Ανγναστάν Ανγνα Ανγναστάν Ανγνα Ανγναστάν Ανγνα Ανγναστάν Ανγνα Ανγγ Ανγνα Ανγν Ανγν

and the issue of charging.	ᡧᡃ᠋᠋᠋᠋᠘᠊ᢗᠵ᠋᠅᠂᠋ᡘᠻᢑ᠋ᡃᢑ᠋ᠬᡗ᠋᠋ᠬᠳ᠋᠅᠂᠋ᠺ᠋᠋᠋ᡔ᠅ᢕᡔ᠋᠋ᡘ᠉᠋ᠥ
<ul> <li>and the issue of charging.</li> <li>For example, we do know that in some communities, there are memorandums of understanding between the DEA and the hamlet for the use of the school facility after hours. In some cases, the DEA charges for the use after hours and may have different amounts. We don't have a set policy on that and again, the Act is clear that the DEAs have this authority. (interpretation) Thank you, Mr. Chairman.</li> <li>Chairman: Thank you, Ms. Okpik. Ms. Ugyuk.</li> <li>Hon. Jeannie Ugyuk (interpretation): Thank you, Mr. Chairman. At the beginning, we heard that some DEAs have different responsibilities and the way you're responding, it's handled differently in each community as well. The local DEAs figure out how much they're going to charge and they charge whatever they decide. There's really no direct policy that DEAs have to follow. I think it would be better and I would be happier if it could be standardized all across Nunavut because schools are supposed to be looked at as welcoming places. Thank you for your responses, but</li> </ul>	<ul> <li>ζι-L-L-Σ<sup>κο</sup> </li> <li>ζι-L-L-Σ<sup>κο</sup> </li> <li>ζι-L-L-Σ<sup>κο</sup> </li> <li>ζι-L-L-Σ<sup>κο</sup> </li> <li>ζι-L-L-Σ<sup>κο</sup> </li> <li>ζι-L-Σ<sup>κο</sup></li> <li>ζι-Δ-Δ</li> <li>ζι-Δ</li> &lt;</ul>
I feel that that one should be changed. (interpretation ends) According to section 102 of the <i>Education Act</i> , a district education authority can employ an elder to instruct in the Inuit culture and traditions. Under the legislation, what guidelines are currently in place to evaluate elders who are employed in this way to ensure that the instruction they deliver is successful in passing on skills and knowledge related to Inuit culture? Thank you, Mr. Chairman.	(ጋኣኣትበJና) ር«ዴም ልሮ ምላጭጋሮሲማና ይሮ ሲኖ 102 ኦናቴጭ/Լዛሬና ልሮ ምላጭጋሮሲትቴና ይበሬትዮና ልጭ ይፈታጭበናበታ ዉጭጋና ልድ ዉጋናቴናም, ልድ ሬዛሬ ሲኖም. ር«ዴምሮ ሬሮ ሆና ና ይወልናጋም ላጋላሁናቴጭ የፖል ወድ ልና ይመልና ውም ና ይቅትሬ የብጭ መርጉ በርጭ ሲና ልሮ ምላጭ በርቅናም ፍ ሬዛሬ የመልና አምስ መርጉ የና ስት የመልና የሰላ የመልና ንድ የስት የሰላ የመልና እር የስት የስት የስት የስት የስት የስት የሰላ የመልና እር የስት የስት የስት የስት የስት የስት የስት የስት የስት የስት የስት የስት የስት የስት የስት የስት

Chairman: Thank you, Ms. Ugyuk. Ms.	<b>△°7&lt;&gt;⊂`°</b> (⊃ݩ→∩J°): 'd'>°at', T' ▷'. T'
Okpik.	Þ <sup>b</sup> ∧ <sup>b</sup> .

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, and maybe to make it clear, it is the district education authorities that hire elders. When the Act was first passed and this provision came in, we created guidelines that the DEA can choose to use. Again, because these decisions are made at the local level by the DEAs, they're not obligated to, but we have provided guidelines that they may wish to use when selecting and making recommendations to the Minister for certification of elders. That's the support that we do provide.

Typically, a DEA will provide a recommendation to the Minister for the Minister to certify an elder. There's typically a template form that is filled in with the areas of where they wish the elder to be recognized in. Again, this has to be followed with a criminal record check, but they are employees of the district education authority and currently, we don't tell DEAs who they can hire and for evaluation purposes. If that's a concern, we can bring that forward and have that discussed amongst our staff. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you. Ms. Okpik. Ms. Ugyuk.

**Hon. Jeannie Ugyuk** (interpretation): Thank you, Mr. Chairman. In seeking employment, we have to know our own stuff in applying for the job. The DEA members do the recruitment of elders. Maybe there is not a proper check to see how good of teachers they will turn out to be. Are the students learning? As we ৬∩Lኦ∿ዮ Δ<sup>™</sup> ba Δ<sup>j</sup><sup>™</sup> ch<sup>™</sup> ch<sup>™</sup> a<sup>™</sup> a<sup>™</sup> b<sup>™</sup> ch<sup>™</sup> b<sup>™</sup> ch<sup>™</sup> b<sup>™</sup> ch<sup>™</sup> b<sup>™</sup> ch<sup>™</sup> b<sup>™</sup> ch<sup>™</sup> ch<sup>™</sup>

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**Δ<sup>6</sup>/«ÞC<sup>66</sup>** (Ͻ<sup>ϳ</sup>, Ϸ∩Ϳ<sup>ϲ</sup>): <sup>6</sup>d۶<sup>α</sup>αΓ<sup>6</sup>, Γ<sup>4</sup> Ϸ<sup>6</sup>Λ<sup>6</sup>. Γ<sup>4</sup> Ϸ<sup>1</sup>Ϟ<sup>6</sup>.

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want them to learn, I wonder how measurable this program is. I wanted to mention that.	ᡏ᠋ᠫᢨ᠈ᡣᡃᡠᡅ᠋ᠺᡰᡪᠧ᠂ᡃᢐ᠋ᠴ᠋᠋᠉᠄᠔᠂ᠫᠬ᠋᠅ᢕᢌᡉᠧ᠅᠘ ᠕ᡃ᠘ᡣ᠌ᢂ᠆ᡧᢤ᠂ᡬᡃᡅ᠋᠉᠋᠂ᡷᡃᡉᢂ᠋᠕᠆᠘ᡥᠴ᠋᠕
I understand that most schools in Nunavut offer students a breakfast program. I find this very useful as hunger is a serious problem. I think it's important that the schools help in getting students a leg up on education. Some schools are helped in running this program and in some schools it's the teachers that champion the cause. They make time to help. This act of feeding the students is not in the Act. Do you feel it needs to be in there? If you do, how do you feel the policy should be written and spelled out? Thank you, Mr. Chairman.	ΟΡ/ΡLUL ΔϚ <sup>°</sup> σϤ <sup>5</sup> ά <sup>ς</sup> Δα <sub></sub> <sup>9</sup> <sup>L</sup> Γ CL <sup>5</sup> Γ <sup>·</sup> <sup>2</sup> <sup>5</sup> bΔ <sup>c</sup> CL <sup>5</sup> Γ <sup>P</sup> <sup>2</sup> <sup>b</sup> d <sup>c</sup> σ <sub>Λ</sub> Λ <sup>4</sup> Λ <sup>5</sup> <sup>5</sup> <sup>C</sup> <sup>1</sup> C Δ <sup>C<sup>6</sup></sup> b <sup>4</sup> <sup>C<sup>5</sup></sup> - <sup>2</sup> Λ CΔL <sup>°</sup> <sub>2</sub> Δb <sup>2</sup> UPa <sup>2</sup> <sup>4</sup> <sup>50</sup> Ω Δς <sup>°</sup> σϤ <sup>c</sup> <sup>1</sup> d <sup>5</sup> b <sup>5</sup> <sup>2</sup> - <sup>2</sup> Λ σ <sub>Λ</sub> <sup>c</sup> Λ <sup>4</sup> Λ <sup>4</sup> <sup>50</sup> <sup>50</sup> <sup>c<sup>5</sup><sup>2</sup></sup> C <sup>1</sup> C. Δ <sup>2</sup> Δς <sup>-°</sup> σ <sup>4</sup> <sup>5</sup> ά <sup>c</sup> Δb <sup>2</sup> <sup>50</sup> C <sup>5</sup> - <sup>2</sup> Ω C <sup>2</sup> dσ <sup>5</sup> <sup>1</sup> 4Pc <sup>2</sup> Λ <sup>5</sup> <sup>50</sup> <sup>c<sup>50</sup></sup> ΔLΔ <sup>2</sup> - <sup>2</sup> Δς <sup>°</sup> σ <sup>4</sup> <sup>5</sup> ά <sup>c</sup> Δς <sup>2</sup> Δ <sup>2</sup> <sup>2</sup> <sup>c<sup>5</sup></sup> C <sup>1</sup> <sup>2</sup> <sup>1</sup> <sup>1</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> Δς <sup>2</sup> <sup>3</sup> <sup>2</sup>
<b>Chairman</b> : Thank you, Ms. Ugyuk. You seem to be enjoying that side of the table for a change. Thank you very much. Ms. Okpik	<b>Δ•/ペϷϹ·</b> ͽ(ϽϞϞႶͿͼ): ·dᢣ°ႭϹϧ, Ϲ៶ Ϸͱϟϧ ϹϷペσ ϤΛ·ͽϟʹϞͺϳ·ͽϽႶͼ ·dልϤϟ <sup>ͼ</sup> ϭ·ͽϧϷϟϧͽͻϽͿͼ ·dϧ°ႭϹͽ. Ϲ៶ ϷͽͶͽ.
<b>Ms. Okpik</b> : (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think the topic of breakfast programs will always garner a lot of emotion across the territory. Our teachers see first hand students coming to school hungry and we know that students cannot learn if they're hungry. Whether it should be entrenched in our <i>Education Act</i> , I think, would require more discussion.	<b>Ϸ·</b> Λ <b>・</b> : <sup>5</sup> ປϷ <sup>°</sup> Δ <sup>i</sup> ν «ϷĊ <sup>°</sup> . (Ͻ <sup>i</sup> Ϸ∩J <sup>6</sup> ) Ċ <sup>°</sup> Δ <sup>c</sup> Ϸ <sup>°</sup> Δ <sup>i</sup> ν Λ <sup>°</sup> Δ <sup>i</sup> ν «Ϸ <sup>i</sup> ν Δ <sup>i</sup> ν Δ <sup>i</sup> ν Δ <sup>i</sup> Λ <sup>i</sup> ν Ϸ <sup>2</sup> Δ <sup>i</sup> ν Δ <sup>i</sup> ν Φ <sup>i</sup> ν Δ <sup>i</sup> Λ <sup>i</sup> ν Ϸ <sup>2</sup> Δ <sup>i</sup> ν
I often have this "tug of war" even within myself about responsibilities. It is the responsibility of parents to feed their children, but we know that there are challenges and issues out there that may prevent parents from feeding their children. I really strongly believe the role of educators in our school system is to educate students and that there has to be greater discussion on that.	Ϥ·ϲϤ° ϼ·ϲϤ°ϼϚϤϷϲϹϷΓϤʹϐϒͺͺ·ͺͺϤ ϳʹͽϷͿ·ϐϫϲϷʹͽϟͺͺͽϲϒͺͳϧͼ ϭͺϹͺϚϥϫ;ϷϚϿϤͼϗϤϛϫϲϧϥϧ ͼ ;ϷϽͼϫͿϹͼ ϲ ϒϲ Ͽ ϲ Ͽ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ

You're correct that how breakfast programs are administered from community to community is very different. We often find the ones that are most successful are the ones that are community-led, not necessarily school- led, where there is investment from the community into feeding the children, where members of non-school children can also be fed at the same time.	Ρ/Ϥσ /ϲႱͻϤʹͽϽϹ ϹͰͽϤ ϷʹϲʹϨͱϹϹͽϹϢϲϿϷʹϐϲϹͽϽϛ Ͽϲϲʹϭ ϤϷϲϹϷϭʹϹ ϤϞϷϹʹʹϒϹϔϹͰϹϹ, ϹΔͽϤϤϲ ϤϷϲϚϹϷϭͼʹʹϞͿϞϪϛ ϿͼϲͱϹϷϹϿϛ ϿͼʹϐͽϽͽϛ ϤϷϲϹϷʹϐϲϹͼϿϪϛ, ϪϲʹϞϪʹϿϛ ϤϷϲϹϷͻϤϛͻႱϹ ϿͼʹϐͽϽϞϳϿϛ ϤϷϲϹϷϭͼϞϷʹͻϹ. Ϥʹϲϛ ϪϲϞϧͽϽ;ϐͼϹʹϒϲϽϪϛ ϭϲͺͽϹϷͽϗϲϲʹ;ϞͿ·ͻϹ.
I think it wouldn't be fair for this to lie on me and what my opinion is, but again, to be brought out for consultation to Nunavummiut. At first glance, I would see that the first role and responsibility of our school staff is to educate our students. (interpretation) Thank you, Mr. Chairman.	▷≪ኈሁጋዻኈ ናbዾኈ ሏረLቦኑLኈ፟ሁ፞፞፞፝፝፝፝፝፝ዸ፟ ୮₽_ጏዻኈጋኈ የረላσ ຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼ ለኦσኈ፟፟፟፝፝፝፝፝፝፝፝፝ኯፘኯ፟ዾ፟ት ለኈ፟፟፟፟፟፟፟፟፟፟ይፈሏ፟፟፝፝፝፝፝፝፝፟፝፝፝ ፚኈ፟፟፟፟፟፟፟፟፟፟ይፈሏ፟፟፟፟፟፟፟፟፟፟፟ ፚኈ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ ፚኈ፟፟፟፟፟፟፟፟
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Ugyuk.	<b>Δь/≪ϷϹናኈ</b> (ጋኁ፞≻∩Jˤ): ˤdদᅆᅆ广ᡝ, Γኁ Ϸϧ∧ϧ. Γኁ ϷϧϞϧ.
Hon. Jeannie Ugyuk (interpretation): Thank you, Mr. Chairman. In her response, she stated that it's a decision that she should not do on her own and we know that children eat in school. I won't get into the reasons so much, but I believe it should be included in the Act.	<b>ፈኄし⊀ኈ፝፟፟፝፝፝፝፞፞ጜ፞ኯ፟ዀዀኯኯኯኯ</b> የ▷፝ዾ፝ዾ ሪሥዾ፟ ፟፟ዾዾዾ ፟፟ዾዾ
We know that some teachers feed students and in some communities, we have heard that the program is run very well. It would be better if they are standardized across the board. When people work together, we proceed forward better. I'm starting to tell stories, so I'll stop here now. Thank you, Mr. Chairman.	ΔϲΔ <sup>c</sup> ΔϲϞΔ <sup>ϳ</sup> <sup>c</sup> σ <sub>Λ</sub> <sup>b</sup> Δ <sup>s</sup> b <sup>c</sup> C <sup>s</sup> <sub>2</sub> η <sup>b</sup> Δ <sub>c</sub> Δ <sup>c</sup> <sub>2</sub> Δας <sup>*</sup> σ ΔςϞ <sup>sb</sup> CP/L⊀σ <sup>b</sup> ϽϞϚ <sup>c</sup> C Ċ <sup>d</sup> d <sup>u</sup> j <sup>sb</sup> αϽ <sup>c</sup> /α <sup>j</sup> 5b <sup>c</sup> C <sup>sb</sup> O <sup>c</sup> . α <sup>i</sup> <sup>b</sup> <sup>c<sup>sb</sup>C<sup>c</sup>σ<sup>d</sup><sup>s</sup>C Δ<sub>2</sub>α<sup>s</sup>σ<sup>sb</sup>Δρσα<sup>sb</sup>d<sup>s</sup>L<sup>c</sup> Δb<sup>k</sup><sup>sb</sup>η<sup>b</sup><sup>i</sup><sub>2</sub>σ Δ<sup>v</sup>U<sup>i</sup><sup>b</sup>/α<sup>k</sup>c<sup>s</sup>α<sup>s</sup>b<sup>c</sup>C<sup>s</sup>L<sup>c</sup> Δb<sup>k</sup><sup>sb</sup>η<sup>b</sup><sup>k</sup>C<sup>s</sup>α<sup>s</sup>b<sup>c</sup>C<sup>s</sup>L<sup>c</sup>. δ<sup>b</sup><sup>k</sup><sup>s</sup>δ<sup>s</sup>σα<sup>s</sup>C δ<sup>i</sup><sup>b</sup>L<sup>c<sup>s</sup></sup>c<sup>s</sup>C<sup>s</sup>L<sup>s</sup>. Δ<sup>b</sup><sup>k</sup><sup>k</sup><sup>s</sup>δ<sup>s</sup>C<sup>s</sup>.</sup>
<b>Chairman</b> : Thank you, Ms. Ugyuk. That was just a comment. Mr. Mikkungwak.	<b>Δ•/«ϷϹ·</b> Ϸ(ϽϞϷႶͿϤ: ·ϭͿϧͼϫϹϷ, Ϲ៶ ϷႱჃ. ϷʹϧϷϒϧϽΔͼϫͼ. Ϲ៶Ϲ ϹϷͼʹϞͿϤͼ.
Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. In	<b>୮ቦ°ኈJላኈ</b> : L'௳՟그ዻል <sup>ϧ</sup> , Δ <sup>ϧ</sup> ፖペϷር <sup>ʹናϧ</sup> .

your opening comments on page 3, the top paragraph states that "The Act establishes an education system based on Inuit societal values, which protects and promotes the use of the Inuit language, and provides high-quality learning opportunities for Nunavut students."	Ϸϧϥͻϧϧϧϧϧͺϫͺϫͺϫ ;ϥ;Ϲͺ;ϧͺͺ; Ͽϲͺͺͼͺϫͺϫͺ Ͽϲͺͺͼͺϫͺϫ Ͽϲͺͺϫͺϫ ϫͺϫͺϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ
Since this is the base for the education system, my question is: at this time, since we're reviewing the <i>Education Act</i> and there might be some changes made, is this going to make a lot of change? That is my question.	Ċ <sup>Ĺ</sup> Ⴍ Ͻ <sup>ϼ</sup> ʹ·ͺͿʹϐϪϹʹϷϘʹʹϲ ϹϪϤʹϭϿʹ LϲϹϧʹϧϿϲ. Ϲͼͺ ϤΛͼϧϤͶϹϭϲϲ ϹΔL Lͼ ΛϲͺͺϤ;ϷϲϚϹ ΔϲͼϭϤ;ϭϿϚ Lϲϲϧϧ Λ;Ϥ϶ϧϲϭͺ ΔϲͼϧϤͼϧϲϲϥϫ Ϥ;ϲͼϧϿͼϟͼϫϤͼϼͼ;ϿϲϿ. Ϲϳϭ ϷͼϷϧϧϲ Ϥ;ϲͼϧϿ;ϥͼϭϫͼ៹; ϤͶͼϧϤͶ
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Ms. Okpik.	<b>Δ•/ペÞርና•</b> (ጋኣኦበJና): ናਰኦ°ዺ广•, Γ <sup>、</sup> ር Γዖ°°ህላና•. Γ <sup>、</sup> Ϸ <sup>ϧ</sup> Λ <sup>ϧ</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. I don't think I quite understand your question. Based on <i>Inuit</i> <i>Qaujimajatuqangit</i> , are you asking if there are going to be any changes within the <i>Education Act</i> ? The way it is written, we have not thought about making any changes on that. Thank you, Mr. Chairman.	<b>ϷϧΛϷ</b> : ·ϭͿϞ·ϿϹϳϷ, ΔϷϒϘϷϹʹϷ. ϤΛ·ͽϥϦϲ ϽΡ;ϒϚϽϤʹͽ;ϳͼ·ϒϲ·ͽͼͿ ΔϿΔϚ ϹͼϥϤ Δ <i>ϿΔϚ</i> <i>·ԽϷԴLΣτbδ</i> <sup>-</sup> <i>C</i> <sup>-</sup> <i>C</i> <sup>-</sup> <i>D</i> <sup>-</sup> <i>Δ</i> <sup>-</sup> α <sup>-</sup> <i>Δ</i> <sup>-</sup> <i></i>
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Mikkungwak.	<b>Δ<sup>ϧ</sup>ϟ⋞ϷϹ·</b> ͽ (Ͻ <sup>ϳ</sup> ኣዶበJ <sup>ϲ</sup> ): <sup>;</sup> ϭͿϧͼ <sub>Ϙ</sub> Ϲϳͼ, Ϸͽϭͼ. ϹϧϹ Ϲϧͼ;
<b>Mr. Mikkungwak</b> (interpretation): I think it will be easier for me to be understood in English.	<b>୮၉° ৬/⊲°</b> : ᠂ხ<౨ൎa⊃'౨ Ͻ₽៸ឩϚ៸⊲ౕσ <sup>ℯ</sup> ৬∖Ϸσ⊲ <sup>ℯ</sup> ݸᡝ᠘ᠺ
(interpretation ends) Currently, the <i>Education Act</i> system is based on Inuit societal values, which protects and promotes the Inuit language. Currently, that seems to be the foundation of the <i>Education Act</i> . With all the possible revisions on the regulations and adjustments that may be made to the <i>Education Act</i> , do you feel that the foundation will be changed or will the foundation remain the same? Thank you,	(ϽʹϞϷႶͿϚ) Ϲʹ·ϼͺϪϹ·ʹ·ϭϤʹϷϽϲͺϲϭ·ʹͿϚͺϒͼͿϧͽ Lϲ·ͱϒͺLʹʹϛͺΔϼϪϚͺϷ·ϒͺϧʹϒ·ϐϲϧͺϹ·ͼϥ ʹϒϿϞϟͺϹͺϿϫϿϿϫϿϿϗϿ; Ϲʹ·ϼͺϿϫϿϿ; ϿϫϿϿ; Δϲ·ʹͼϭϤʹϷϽϲ ϲϭ·ʹͿϚ Δϲ ϒ

Mr. Chairman.	∆ <sup>⊾</sup> ୵≪⊳C <sup>₅ь</sup> .
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Ms. Okpik.	<b>Δﻪ/≪ϷϹ·</b> Ϸ(Ͻ <sup>ϳ</sup> ϡϷႶͿϲ): ·dϧ·ឩϹϷ, ϹϷ··ͽͿ⊲·ϧ Ϸ <sup>ϧ</sup> ∧Ϸ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. My apologies for not understanding the question. We have not even thought about the base of the education. The Inuit societal values that have been identified, we feel that they shouldn't be changed. Thank you, Mr. Chairman.	<b>▶•٨</b> •: <sup>5</sup> dታ <sup>®</sup> □ <sup>Ć</sup> <sup>®</sup> Δ <sup>b</sup> / «ÞC <sup>®</sup> . LΓ⊲□ <sup>®</sup> / » <sup>ć</sup> ⊂ <sup>®</sup> <sup>ć</sup> Γ ጋዖ/ና∩⊲ናĊ <sup>®</sup> ∩ <sup>®</sup> □ <sup>b</sup> P <sup>c</sup> . Č <sup>®</sup> □ ⊲/ <sup>3</sup> h∩CÞσ⊲ <sup>5</sup> σ <sup>®</sup> U Δ/LΓ/L <sup>®</sup> <sup>®</sup> ∩ <sup>c</sup> ∩⊲ <sup>®</sup> C <sup>®</sup> . Č <sup>®</sup> □, Č <sup>b</sup> d⊲ Δ□Δ <sup>c</sup> <sup>5</sup> bPhL <sup>5</sup> D <sup>6</sup> <sup>®</sup> ∩ <sup>c</sup> Č <sup>b</sup> d⊲ □ □□0Δ <sup>®</sup> ∩ <sup>®</sup> / L <sup>4</sup> <sup>c</sup> Δ□⊲σ ⊲/ <sup>3</sup> h <sup>®</sup> CP <sup>5</sup> □ <sup>4</sup> δ <sup>5</sup> ∩ <sup>c</sup> <sup>2</sup> h <sup>2</sup> ∩ <sup>2</sup> <sup>3</sup> h <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>3</sup> h <sup>2</sup> <sup>2</sup> <sup>3</sup> h <sup>2</sup> <sup>2</sup> <sup>3</sup> h <sup>2</sup> <sup>3</sup> h <sup>2</sup> <sup>2</sup> <sup>3</sup> h <sup>2</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Mikkungwak.	<b>Δ•/《Þርጭ</b> (ጋኣትበሀ <sup>ϲ</sup> ): <sup>ና</sup> dታ°ฉ广 <sup>ϧ</sup> , Ϸ <sup>ϧ</sup> ∧ϧ. ΓΡ°°ህ⊲ናϧ.
Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. My colleague had asked a question and it was also mentioned that being able to function in both Inuktitut and English and being literate in both languages is one of the priorities for young students from kindergarten to grade 5. For the students in the higher grades, how is this spelled out? It has to do with Inuit language which is also included in the <i>Education</i> <i>Act</i> . Thank you, Mr. Chairman.	<b>ΓΡ° ϞͿϥ·</b> Ϸ: L'ϱ·ʹͻϤልϷ, ΔϷϒϘϷϹϷ. LϲυϲϷϷͶϷʹϷͶΓϞͰϚϹϷϷ Ϲʹ·ͺͼ ϤΛ·ϷͼϤͶΓϲͺϷ·ͰͿ Δϛͺ·ϞυͿ·ͺͻ ϷʹϷϷϒϷΛʹϛͼ·ϧͻϲ. ΔϫϷϽ·ͺͻ ʹϷϛʹͻͺͼϽ·ͺͻ ϷʹϷͻͿ·ͼϛͼ·ϷͺϤ· ͶΠʹϷϷϲͺϞʹͼϛͼ·Ϸ. Ϲʹ·ϥͺͺϤϷϔϨͶΓϷϷʹϛͺϲͺ·ϞͺϹ ΔϛͼϭϥϲϳͺʹϷϽϼϛ, ;ϨϟϲʹϛͼϚͺ;ͼͿϚͶʹϒϭͼʹϷϿϪϚ ΔͼʹϲͺϹϹϐʹϥͺϪϭ·ϛͼϒͿϲͺͺΛϞϥͶΓ·ͺϳ·ϷʹϧͺͿ ΔͽϪϚ ϷʹϷϷϒʹϷυ <i>Lϲυʹϭ·ʹ</i> ϷϹϷ <i>Ϻ</i> ·ͺͻͿ, L'ϥ, ΔϷϒϘϷϹʹϷ.
Chairman: Thank you. Ms. Okpik.	<b>Δﻪ୵≪ϷϹ</b> ናϷ (ϽϞϞႶႮ <sup>ϲ</sup> ): <sup>ϛ</sup> dϧ°Ⴍ广Ϸ. Ϸͽ∧Ϸ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. We had a discussion on the language of instruction. From kindergarten to grade 5, we are implementing up to 2019 and that's what we're expecting, but we have stated that we feel the three different models that are geared towards the language of instruction are not appropriate because they're inconsistent in different communities in how the Inuit language will be taught within our schools.	Ϸ•Λ•: ናdታ° αΓ΄, Δ°/«ϷϹʹͽ. Ϲʹͽd ϷʹΛ•: ናdታ° αΓ΄, Δ°/«ϷϹʹͽ. Ϲʹͽd ϷʹδϷ/ϲͺϭͼͽ Δέ, ϷʹͽϷ/ͺϚηϥʹͽϷϷυ(ησ. ϳ° α μοτιά αστα ματά μαρα μαρα μαρα μαρα μαρα μαρα μαρα μαρ
That's why we need to make some	⊲୵ <sup>ϧ</sup> ≻℠ϹϷՐ <b>Ϥ</b> ˤd≪⋟ϚͺϹʹ· <mark>·</mark>

changes and to give more authorities to the Minister so that he can delegate some tasks as to what is going to be taught in the Inuit language ages are going to be taught which language. If we were to look at grade 1 where English and Inuktitut will be taught, what are they going to be taught? That's why we want to give the Minister more authority on that. Thank you, Mr. Chairman.	Γσ <sup>\</sup> C Λ <sup></sup> <sup>4</sup> <sup>6</sup> ΔρΩC <sup>i</sup> σ <sup>5</sup> <sup>4</sup> Δ <sup>6</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Mikkungwak.	<b>Δ♭/≪ϷϹ·</b> Ϸ(Ͻ <sup>ϳ</sup> ៶ት∩Jና): ·ϭͰϷ·ϼϹϷϧͺͺϹʹ、Ϸͽ∧Ϸ.ͺϹʹϹ ϹϷ≏∿ປ⊲ <sup>;ϧ</sup> .
<b>Mr. Mikkungwak</b> (interpretation): Thank you very much, Mr. Chairman. That's very clear from your response, but as Inuit living in Nunavut, there are a lot of communities and we also have different dialects.	<b>ΓΡ°ϞͿ⊲ʹͽ</b> ·: ͺͺʹͺͻϤϪϷ, ϪϷϒϘϷϹʹϷ. Ϲ <sup>ϳͺ</sup> ͺ ϷʹϐϷϒͺͺϧϪϚͺϽΡϟ·ʹͼϲϒϤʹϷϽʹϷͺϷϒϤϭ·ʹϹϷʹͽ ϪϿʹϿϹͺϿϥϿ·ϚͺϿϥϿͺͻϷϹʹϷͺϹϷϽϞͻͿͺϿϥͺϲ· ϤΓϟʹϞͺͺϹͺͺϤͱͺͺͺϿͺϷʹϐϷϟʹϐ·ϐͶϔ·ϫʹϒϲϽϤʹϞͺͻϹ
My next question is, ever since Nunavut was created up to now, I'm going to use the Kivalliq, Kitikmeot, and Qikiqtaaluk regions for example. Ever since the materials or curriculum have been used in the communities, in the higher grades, do you have anything set up in the Department of Education? Are there enough materials that have been translated to Inuktitut or do we still need lots of development of curriculum? Thank you, Mr. Chairman.	ΡΥἀσς ἐϞ ἀΛϞἀΠΓσἀς Κ CΔL <sup>Φ</sup> , ৬ Δα≫ͼἀςς ἐκαις ΠΡς μι ϷνοΠΓσας ἀ Ρα Ρ«ς αίτ, ἀΡΡιό ἀνς, ἀΡιτρα, CΔL <sup>Φ</sup> , μας Δς <sup>Φ</sup> σαΡΛς CLbda ΠΛιθς ΛςςανύΔ <sup>Φ</sup> αίLC Δς <sup>Φ</sup> Γς Δονος Γραγο, Γο Δς <sup>Φ</sup> Γς Δονος Γραγο, Ας Δς <sup>Φ</sup> σας Δονος Γραγο, Ας Δς <sup>Φ</sup> σας Δονος Γραγο, Ας Δς <sup>Φ</sup> σας Δονος Γραγο, Ας Πιθος Δονος Γραγο, Ας Λογαρας Δειμης Αγαρας Δογαρας (Οίλρημο): ἀσος Γραγοας
	$\Delta^{\circ}$ $\mathcal{P}^{\circ}$ $\mathcal{P}^{\circ}$ $\mathcal{P}^{\circ}$ $\mathcal{P}^{\circ}$ $\mathcal{P}^{\circ}$ $\mathcal{P}^{\circ}$
Chairman: Thank you, Mr. Mikkungwak. Ms. Okpik.	<b>▶•⋀•</b> : ᠮᠯᢣᠲ᠋᠋ᡄᠮᡃ᠋ᢛ, ᠘ᡟᢣ᠙᠌Þᢗᠮᡃᢛ. ᠋᠋ᡄᠲ᠋᠕ᡴ᠋ᡏ᠋ᡐᡟ᠘ᢗ᠊ᢗ ᠘ᠭ᠆ᠳᡆᡄ᠋᠋᠋᠋ᡳ᠋ᢆᡥ᠋᠋ᢗ᠄ᠮ᠋ᡗᠬᢞᠣᠸᡰ᠋᠊᠋᠋᠋᠋᠊᠋᠋᠋᠋ᢄ᠆᠋᠋᠘᠋
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. We have started from kindergarten to grade 5. If the language of instruction doesn't change, we would have a plan for the future to see what benchmarks there have to be. As I said, for grades 10, 11, and 12, they would have to pass with 15 credits in Inuktitut and 15 credits in other languages, for	Ċ $d < 4/2$ $4/2$ $2^{1}$ $2^{1}$ $1^$

example, in English. If they are in grade	11- ᢅᡃ᠋ᡰ᠆<ᢗ 10 ᠘᠆ᡨᠣ᠋᠊᠋ᠬ᠋ᠮ᠘ᠴ᠋ᡃᡉ᠋ᡗᠥ᠋᠘ᠴᡃ᠋ᡣ᠋ᠫᡗ
11, they have to have 10 credits in	᠆ᡏᠴ᠘᠈ᢣ᠘᠐᠀᠈ᠳ᠘᠘᠘᠖᠈᠙᠘᠕᠕
Inuktitut in order to pass and 10 credits	ᡧ᠈᠘ᢑ᠕᠘ᢧ᠙᠘᠉ᡩᠴ᠅᠕᠅ᠫ᠆᠕᠅᠘᠉᠕᠅᠕᠅᠕᠅᠕
for other languages, for example, in	ᠳᡃ᠋᠘᠄ᡃ᠋᠋ᡏᡗ᠋ᡥ᠋ᡗ᠆ᡄᡃ᠋᠋᠋᠋᠄᠘᠘᠋ᢩ᠆ᠳᡃᢣ᠘ᠳᢩᡆᢑ
English. Thank you, Mr. Chairman.	᠕ᢣᡅ᠊᠋ᡏᡃ᠋᠖ᠮᢣᡃ᠉ᠫ᠂᠂dᢣᢩ᠂ᡆ᠋ᡏᡃ,᠘ᡃᡟᡘ᠙᠋ᠵᢗᡃ᠋᠉
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Mikkungwak.	<b>Δ•/ペϷϹ··ಀ</b> (ጋኣትበJ <sup>ϲ</sup> ): <sup>ͼ</sup> dᢣ <sup>ᢩ</sup> ᡆ᠋ᡤᢆᡃ, Ϸ <sup>ϧ</sup> ᠕ <sup>ϧ</sup> . ୮ዖᢩ <sup>֊</sup> ୰⊲ <sup>·ϧ</sup> .
<b>Mr. Mikkungwak</b> (interpretation): Thank you very much, Mr. Chairman. I thank her for her response. However, being able to speak and write in Inuktitut is very important to our students who are being taught in the schools, but it's obvious now today and it's understandable that the numbers of students who can speak both languages are decreasing. We're having a hard time getting interpreters in some communities.	<b>ΓΡ°ϞͿϥ·</b> Ϸ: L'ϤʹϿϤϭϷ, ΔϷϒϘϷϹ·Ϸ. ϤͰLϿ ϹͰϤ ϷϷϞϤΠΓϷ L'ϤͱĹ·ϷͽϽ ΡϒϤσϲ ϹΔL ϹͰϤ ϷʹϷϿͿϐϤʹϭ·Ϸ ΔϿʹϽϿ ʹϷʹϿάϽʹϿ ΠΠϚΡ°ϤʹϭϚͽ ΔϿʹϽϿ ʹϷʹϿάϽʹϿ ϹͰϤ Δϲϭϐϭϥʹϭͼ ϤϷϲϟϽΠϹͰʹΠͿϾ ΡϒϤϭ ϷʹϿΓϷϲ·ϷϽʹϷ ϤϿϤ <sup>ʹ</sup> ϹʹϚϲϲϥϟϷΓϥʹͰϹ Ͻϒϒ <sup>ϧ</sup> Ϥ <sup>;</sup> ϷϚϲϲϥϟϷͰϳͺ·Ϸͽϭ ϹϹϷϤϤ ΔΓϲ <sup>ϳω</sup> ʹΓϲ <sup>;</sup> ϷϚʹϲϲϤϽΔ <sup>6</sup> Ϥ <sup>;</sup> Ͽϔ;ϹϹ ΔϿΔ <sup>6</sup> ϽʹϿ ʹϷʹϿϳϽʹϿ ϷʹϷϿͿ <sup>6</sup> Ϥ <sup>;</sup> ϷϽϚ. ϽϞϟϲϷʹϷϹʹϭ <sup>;</sup> Ϸ Δϲʹ <sup>6</sup> Γ <sup>6</sup> Ϥ <sup>,</sup> <sup>6</sup> Ϥ <sup>,</sup> <sup>6</sup> <sup>2</sup> <sup>2</sup>
When I was finishing my education, and I'm going to use myself as an example, in grade 12, we were examined to determine our speaking or writing levels and we had to translate Inuktitut to English and English to Inuktitut. Today, what have you set up in this regard? The other question I would like to ask is: since we're working on the review of the <i>Education Act</i> , are there going to be great changes or will it remain relatively the same? Thank you, Mr. Chairman.	CΔ/Lσς Δς°σ4υσ΄<< ς4Γ4%Λ', ▷&υς ▷'b>HΔΛσ4ςL, Δς°σ4υσ°σ4', C°a JGΔ' 12 'b>H4 <c>c&gt; \HΔLU<c ▷'b, ۵', ▷'b, γ4'σ% 4'L, c'b4 'b', 2 c'b4 Δρ'c'b' Δρ'c, Δρ'c, Δ'b'%) 4'L, c'b4 Δρ'c'b' ΛΛ% 4'L, c'b4 Δρ'c'b' ΛΓ% 4'L, c'b4 Δρ'c'b' Λς 4'L, c'b4 Δρ'c'b' Δρ'' 'b', 2 c'b4 Δρ'c'b' 'b', 2 c'b4 Δρ'c'b' 'b', 2 c'b4 4'b', 2 c'b4 4'b', 2 c'b4 4'b', 2 c'b4 4'b', 2 c'b4 4'b', 2 c'b4 4'b', 2 c'b4 4'b6' c'b4 4'b7', 2 c'b4 4'b7</c </c>
Chairman: Thank you. Ms. Okpik.	
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think it's not fair for our K-5 right now to be graded with their Inuktitut-speaking or English-speaking capabilities in reading and writing when we compare them to interpreters right now or language deficiencies that are happening right now at the adult level. We have K-5 implementation of language of	الله المعاطرة المعاطرة المعاطرة المعاطرة المعاطرة المعاطرة المعاطرة المحافرة المحافية المحافية المحافية المحافية المحافحة محافية المحافية المحافية المحافية المحافية المحافية الم

instruction right now and I think we have to focus on that.

I want to go a bit back into the history of education and how language of instruction happened historically. I also believe it's generational. It's not something that we would see immediately within two or three years of a piece of legislation being enacted. We know that in historical time, only English instruction was provided to students and that when Inuktitut came in, it came in as a subject. We also have to remember that first language Inuktitut acquisition was very strong because we didn't have a lot of computers, iPads, cellphones, and that type of external English language that we have in today's society.

Then when we started getting the Teacher Education Program in the '70s, we had actually schools that we celebrated that had kindergarten to grade 6 instruction only in Inuktitut, where there was no English as a second language introduced. You went from one extreme where it was English only to a system where it was predominantly Inuktitut, and then when they got into grade 4 or grade 5, it was English all of a sudden and then we were evaluating them to be English first language speakers later on down that road.

The language of instruction model looks at a model where you have both Inuktitut and English instruction at the same time so that you're learning both languages at the same time. Again, we talk about some of the issues about implementing language of instruction, staff capacity, the standards of Inuktitut, for example, in the language, and what we talk about from our perspective is the variability and inconsistency that we see happening

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across the territory. We would like to see one model of a language of instruction where we can absolutely say, "Here are the languages that are going to be taught in Inuktitut and the languages taught in English, and/or French," and then be able to start looking at that benchmark assessment and looking at standards in each of those grade levels.	
I need to remind to say that we are in a K-5 implementation system right now. I think the whole conversation and topic of language is so near and dear to everybody's heart and I think it will require a government or a Nunavut-wide conversation about language. Our role here is to talk about what can the Department of Education do and recommend in terms of how we feel changes should be made for language of instruction in our school system. (interpretation) Thank you, Mr. Chairman.	Δ <sup>\$\$</sup> bΔb <sup>\$</sup> σ <sub>4</sub> d <sup>\$</sup> b <sup>\$</sup> cC Ċ <sup>\$</sup> dd Δ <sup>*</sup> c <sup>\$</sup> σd <sup>5</sup> c <sup>5</sup> 5-J <sup>\$</sup> d <sup>\$</sup> <sup>\$</sup> P <sup>\$</sup> L <sup>\$</sup> S <sup>5</sup> . P <sup>\$</sup> bP <sup>7</sup> <sup>5</sup> s <sup>6</sup> CL <sup>\$</sup> a P <sup>\$</sup> d <sup>2</sup> L <sup>\$</sup> Δ <sup>\$</sup> Λ <sup>\$</sup> P <sup>\$</sup> C <sup>1</sup> <sup>5</sup> P <sup>5</sup> D <sup>7</sup> <sup>4</sup> C <sup>5</sup> <sup>5</sup> D <sup>\$</sup> b <sup>1</sup> C <sup>1</sup> <sup>5</sup> <sup>2</sup> P <sup>5</sup> D <sup>7</sup> C <sup>5</sup> D <sup>\$</sup> b <sup>1</sup> C <sup>1</sup> C <sup>1</sup> <sup>5</sup> <sup>2</sup> P <sup>5</sup> D <sup>7</sup> C <sup>5</sup> D <sup>\$</sup> b <sup>1</sup> C <sup>1</sup> C <sup>1</sup> C <sup>1</sup> C <sup>1</sup> D <sup>5</sup> D <sup>2</sup> C <sup>1</sup> D <sup>5</sup> D <sup>1</sup> C <sup>1</sup> C <sup>1</sup> C <sup>1</sup> D <sup>5</sup> D <sup>1</sup> C <sup>1</sup> C <sup>1</sup> C <sup>1</sup> C <sup>1</sup> D <sup>5</sup> D <sup>1</sup> D <sup>1</sup> D <sup>2</sup> D <sup>1</sup> D <sup>1</sup> D <sup>2</sup> D <sup>1</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Mikkungwak.	<b>Δ•/ኆϷϹ</b> ና• (ጋኣትበJና): ናਰታ°፝፞ዹቮ፞፟ <sup>ኈ</sup> , Γነ Ϸ•ለ•. Γነር Γዖ°ኄህ⊲ና <sup></sup>
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. (interpretation) That was understandable, but I think it will be easier for you to understand me if I speak in English.	<b>ΓΡ°ϞͿϤ·</b> Ϸ(ϽϞϷႶͿϚ);ͺ·ϭͿϧͼϫϹϷͺϪϧϒϾϷϹ·Ϸͺ (ϽϞϷͶϳϨͼʹϭ·ͽϽͽϷ)ϽΡΗϪͼϫϚϒϤʹͽʹϽႱϿϤʹϷͺϹͼϫ ϷʹͽϷΗϪϫϟϚͺͺ·ͽϚϿϫͺϽͰϹ ϽΡΗϪͼϫϚϒϤʹϭϭͽΗϤϷϭϤʹͽʹϽϞʹϹϚ
(interpretation ends) When I asked that question earlier, and I'll rephrase my question here, my colleagues were focusing on the bilingual aspects with kindergarten to grade 5. My question was targeting more to the graduating classes of grades 10, 11, and 12 or more so, grade 12.	(ఎస్సిగిఎం) దే, CAL నిగిన్ కిరిటి సిందిని సిందిన సింగా సింగ
When we look at all of this, at the time when I was in school, it was a requirement in order for me to get my	ĊჼdϤ ᠄₽ΓჼჇႱჼႶႱჼ ĊჼdϤϲĹჼ ΔႠჼσϤჼჼႶჼჂჼႱϲ ႠΔჼჄႱჾ ለርჼႦႢႯჼႦႺϷჼႱር ĊჼdϤ ႠΔႱ ΔϲϞႢϟϷჼ┽ႶϹჼσϤჇL Ϸჲ ΔႠჼσϤႢϤჼႦႺϷϚჼd ჼႦϷϟኣჼჼႠϷჼႵႶႶჂႱჂ ΔϼჼႶჂႠჼჼႶናჄႫჼჼ

diploma to take this exam on the translation of a document and at the same time, an oral test so that I could get my diploma. When you see that and with possible amendments and regulation changes in the <i>Education Act</i> , will it be impacted? Thank you, Mr. Chairman.	<sup>5</sup> b <sup>2</sup> → <sup>5</sup> b <sup>2</sup> → <sup>6</sup> c <sup>1</sup> → <sup>6</sup>
Chairman: Thank you, Mr. Mikkungwak. Ms. Okpik. Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think that if we stick to the philosophy and concept of bilingual education and our territory still maintaining bilingual education, then yes, we would have to ensure that the language of instruction components address the standard at grades 10, 11, and 12 area. For example, it may require, let's say, an amendment to graduation requirements.	ϷϧΛϷ. ϷϧΛϷ.: ͽϥϧͽͺαϳϲ, Δυγ≪ΡΟςͽ. (Ͻϳ, ΡΟυ) Δ, ΟΔL ͽΔγLσͽυ LͽϿͽσ ϷͽϷϷνδογδισηση Δέυ ΔγLΓγΡγLτω αναιρομοία Δγματικα αναιρομοία Διαρία
Currently the way it stands right now, if we continue on our path, we would have to see the acquisition of 15 Inuktitut language credits in grade 10 and 15 English credits in grade 10 as well. Again, I think, when we look at K-9 and then 10-12, depending on what, for example, authority is given to the Minister so that in grade 10, these subjects will be taught in Inuktitut and exams will have to be passed in these subjects, it may be the requirement. (interpretation) Thank you, Mr. Chairman.	<sup>ና</sup> ነሳናበጐσ ርቅ 10-ቮ ር ነ ጋበ
<b>Chairman</b> : Thank you, Ms. Okpik. It seems quite apparent that these witnesses will be at the table a little bit longer than we had originally anticipated with our agenda. At this time, I'm going to suggest that we take a 10-minute break and we will return with Mr. Mikkungwak's line of questioning.	<b>Δ•୵≪ϷϹ·</b> Ϸ(ϽϞͻϒϽϚ): ·ϭͿϧͼͺϹϳϧ, ϷͽΛϷ. ϷϭϤ ·ϧϪ·ϭͿϧϷ;ͳϲϚ ϹϹϽϹϭͺͺϒͼϷͼϧϿϲͺϲϲͺϿͺϿͺͿͺͿϤͺͶϲϲϲ ϿͼϧϼͼϼϲϿϿͺϲͺϷϧͼϫϿϽϲ ϭϧϷϧͲϲϾϷϼͼϿϤͼϧϿϲ ϤϒͼϧϞͼͶϧϷͼϲͼϫϭͼ

Just for witnesses and Members in the Gallery, there's a boardroom just outside the door where there are some refreshments available. Please help yourselves. Thank you. We will be back in 10.	<sup>5</sup> ᲮՃ <sup>5</sup> dᢣÞፖL犬 <sup>c</sup> Δbơ Ხ∩Lል <sup></sup> r C∆b ᡤ, 协Λ, C⅃⅃ሁԿՃ <sup>c</sup> , 10 r գ <sup>c</sup> ብ <sup>c</sup> ⊲σJ <sup>5</sup> <c þ∩<sup="">5σ⊲<sup>6</sup>&gt;J<sup>c</sup>. <sup>5</sup>d۶<sup>°</sup> գ<sup>t</sup><sup>b</sup>. &gt;&gt;b∩LÞ5č<sup>c</sup> ഛ<sup>5</sup>b<sup>°</sup> υb∆<sup>e</sup> գ<sup>c</sup> 2<sup>°</sup> 10:33-r ⊲<sup>L</sup> μ</c>
>>Committee recessed at 10:33 and resumed at 10:51	ハバベ <sup>6</sup> b <sup>e</sup> σ <sup>®</sup> ン∩ <sup>6</sup> 10:51-Γ
<b>Chairman</b> : Thank you, everyone. I appreciate everyone coming back well refreshed. Mr. Mikkungwak, continue with your line of questioning, please.	<b>Δ•/«ϷϹ·</b> Ϸ(Ͻ <sup>ϳ</sup> ϞϷႶͿϚ): <sup>ϛ</sup> ͼͿϞ <sup>®</sup> ͺΔͺͻ <sup>ͼ</sup> ͺϲ. <sup>ϛ</sup> ͼͿϫ <sup>-</sup> ϷͺϹͿ <sup>®</sup> ϿΔ <sup>ͼ</sup> ͺϲϷϧ·ϟ <sup>ͼ</sup> ϷͼϹϪ <sup>ͺ</sup> ϧϟͳ;ͼϧϷϲʹͽ <sub>ϲ</sub> ͻϟͺϪ <sup>ͼ</sup> ϐͼͺϹΔϹ, ϹʹϹ ΓϷ <sup>ͼ</sup> ʹϧͿϥ <sup>ͼ</sup> .
<b>Mr. Mikkungwak</b> (interpretation): Thank you very much, Mr. Chairman. From your opening remarks, I will refer to page 7 in the fourth paragraph. Reading this paragraph, you indicated that there's great inconsistency in our schools. "the education received in a school in the Qikiqtani region has to be on par with that which is received in the Kivalliq or the Kitikmeot" How much of a difference is there between the regions? Thank you, Mr. Chairman.	<b>ΓΡ°ϞͿϤʹ·</b> : L'௳՟ͻϤልϷ, ΔϷϒϘϷϹʹϷ. ϹʹϤ௳ϭ ϷϞͿΔϨϹʹ·ϭϚϤΛϚͽϤͶΓϭϤϲ·ႱϚ LϷΛϤϭ 7. Ϲʹ ϒϹLΓϞ. Ϲ <sup>ֈ</sup> ϲϲ ϽΡϒͿϤϲʹ·ϷʹʹϷ ϷϞͿΔϨΠʹ·ϭ·Ϸ ϷʹϷϿϲϷʹϷʹΓʹϿϹ ϒϹLΓϞϭ LϷΛϤϭ 7. ϹʹϤϤ ϤʹϲͺϹ, ϹʹϲͺϿϚʹͻͿ ͶϹʹϷϷϲʹͻͿͻ ϤϞϟϔͼʹϒϹLϹ ͺϹʹϥϷͺϨϞʹϷ Ϥ·Ϲͻ ΔͽϓϚϭϭͽϓϚϤʹϲͺϹʹʹϞ LC ͺϹͽͺϷϟʹϷ ϚϷϼͽϾϭ, ϼϨ·ϲʹϚϤ·Ϲͻ ϚϼϹʹϷ.
Chairman: Thank you. Ms. Okpik.	<b>Δ•୵≪ϷϹ·</b> Ϸ(ϽϞϞ∩J <sup>ϲ</sup> ): ·dϧ <sub>៓</sub> ៰Ϲϳ <sub>Ϸ</sub> . Γ <sup>、</sup> ⊳ <sub>Ϸ</sub> ∧ <sub>Ϸ</sub> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. I just used it as an example to show that there has to be greater consistency in all regions, whether it's staffing or students in school that need more support than other students. We would like to see greater consistency in our schools, but then again, there are different reasons why they vary.	<b>Ϸ·</b> Λ <b>ν</b> : <sup>1</sup> /9 <sup>+</sup> <sup>2</sup> <sup>4</sup> , Δ <sup>+</sup> / <sup>2</sup> / <sup>2</sup> , Δ <sup>+</sup> , Δ <sup>+</sup> / <sup>2</sup> , Δ <sup>+</sup> ,
If we look at the school calendar, for example, in the Baffin, Kivalliq, and Kitikmeot, we have different calendars. Some schools close earlier than others.	Δ౬ <sup>∿</sup> ౿ౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢ

There are other schools that are open later	᠘᠋᠋᠋ᠫ᠘᠋᠋᠋᠋᠋ᢑ᠋ᡃᡬ᠆ᢞ᠂᠋᠘᠋ᠴᢄ᠋᠖᠋ᢄ᠘ᡔ᠋᠉
than other schools. With language, we do	᠕ᢣᠡ᠋ᡣᢄ᠆᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
have different types of policies or	᠕᠆᠋ᠬ᠈ᢣᡣ᠋᠋᠖᠋ᠮ᠘ᢗ᠊᠘᠂ᡬᡃᡆᡆ
guidelines that we use.	᠘ᡄ᠋ᠳ᠋᠋ᠴ᠖᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
	᠋ᡏᡔᡶᢩᡝᢩᢛᢑ᠋ᡗ᠈ᢋ᠋᠘᠄᠋ᡖᢂᡔᡄ <i>᠋</i> ᠋᠆᠋᠃
In Nunavut, there's inconsistency with	
early childhood education services that	۹ <sup>ـ</sup> ۲ ﻣᡅᢟᠬᡄᢂ᠋ᠴ᠕ᡆ ᡬᡃᢐᡆ᠋᠕ᢣᢩᡥ᠉ᡣᡗᠵ᠋ᠥ
are provided in some communities and	
not in some communities. It would make	ΔL°QΔ'b℃%><. Ċbd< C°< 'bΔ%
it a lot better if there was greater	
consistency. Would it be better if the	
early childhood education program was	
run by the DEAs, for example?	
	ᡬᡃᢆᡆ᠋ᠴ᠆᠘᠆ᡩ᠊᠋᠕᠆ᡩᠣ᠋᠕᠋᠋᠉᠆ᡁ
Those are some of the issues I covered	ᡖᡣ᠘ᡷ᠋᠋᠈ᡥᠣᠴ᠖᠕ᡄᡅ᠍᠍ᡧᡄ᠋᠕ᡄᡅ᠋᠕ᡄᡅ᠋ᡧᢄᢞᡠᡃᠴᠥ
earlier and those are some of the reasons	
why there's greater inconsistency in	᠘᠔ᡏ᠘ᡩ᠖᠘ᡩᢂ᠘ᡩᢐᢂ᠘ᡩᢐ᠘ᡩᠴ
Nunavut. Thank you, Mr. Chairman.	᠌ᢦ᠈ᢣᡤᢆ᠌ᢩ᠆᠋᠈ᢣᢗᢂ᠋ᡃ᠖ᡃᢗ᠋᠋᠉ᠫ᠋᠂᠘᠋ᠴᡐᠥ.᠂ᡃdᢣᢩᢁᡏᡃ,
Nunavut. Thank you, Mit. Chairman.	∆ <sup>⊾</sup> ୵≪⊳C <sup>₅ь</sup> .
Chairman, Thank you Ma Oknik Mr	
Chairman: Thank you, Ms. Okpik. Mr.	<b>Δ•/≪Þርኈ</b> (ጋኣ፞ትበJና): የਰ⊁°ዺ广፟ <sup>ኈ</sup> , Γነ ▷▷∧▷. Γነር
Mikkungwak.	୮୧°୰⊲∿.
Mr. Mikkungwak (interpretation): With	<b>ℾℙ℠℩⅃⊲℠</b> ։ ᠘,ᡬᡃᡆ᠊ᢂ᠋᠖ᡃᡕ᠘ᠬᢩ᠆ᠴ᠋᠋᠕᠋᠖ᡃᠣ᠘ᢣ᠋᠋᠉ᡤ
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that, you use staffing and school calendars as examples in your	ᢂ᠋᠘᠋᠋᠋᠉ᡩ᠘ᠴ᠘᠆᠋ᡨᡆ᠘ᠴ᠆ᡘ᠆᠋᠆᠆᠘ᠴ
that, you use staffing and school calendars as examples in your explanation. The schools have three	
that, you use staffing and school calendars as examples in your	ϷϧϥϨ;ϧͺͺͺ ϹϧϭͺϷ;ϷϷឣϿͲϨϲϧͺϹϧϭϫͺϹϧϭ ϫ;ϤϤ;ϧϢ;ϲ;Ϲ ϫ;ϤϤ;ϧϢ;ϲ;Ϲ ϫ;ϲϤϫͺϒϧϦϧ
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Chairman: Thank you. Mr.

## Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. I'll move on. On page 8, the very first paragraph, "As noted in our written submission, we are suggesting that the Minister have greater roles and responsibilities, especially where it concerns bilingual education, inclusive education, and human resources." With that paragraph, have you taken into consideration a strategy that is in place now or would that revise a new strategy? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) In our written submission, you will note in each of these areas where we have made recommendations. For example, when it comes to language of instruction, we're asking for greater authority for the Minister for him to be able to set a language policy that would look by grade and by subject. That is the authority that we are looking at for language of instruction.

For inclusive education, there are other authorities that we're looking. For example, with inclusive education, there are certain authorities within the Act that give DEAs that authority. We feel that we need to be giving our staff greater support in order for them to be able to meet the needs of the students. We feel that if direction is consistent across Nunavut, if direction comes from the Minister, it would be easier for schools.

We believe that DEAs don't have the expertise or the knowledge to administer this portion of the Act when it comes to inclusive education. They're given that **Δ<sup>6</sup>/<>C<sup>6</sup>** (Ͻ<sup>ϳ</sup>, 2∩J<sup>c</sup>): <sup>6</sup>d<sup>6</sup><sup>6</sup>. Γ<sup>4</sup> ▷<sup>6</sup>Λ<sup>6</sup>.

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part, but it is the principals who are the trained professionals who possess the skills, the knowledge, and the experience when it comes to student support. We feel that they, rather than the DEA, should implement and administer the provisions related to inclusive education. That is one component that we feel that needs to be changed. (interpretation) Thank you, Mr. Chairman.	Λር-L\S®CP/Lናበላ®ጋም ነሪ P>Lל ጋ, Λር-L VL σ የ Γ ጋ ለነ ብቦ ጋ Γ Δ ር ነ ም ሰ Δ δ ተ የ C ው ጊ ን የ Δ ር ነ ም ሰ Δ σ የ δ ጋ ር ሲ ት ሪ ና ው ሲ ና ም ሪ ላ P ር ና በ ነ ሲ ላ ና b የ ጋ ቦ ት ም ና ር ድ ፈ ር የ ማ ላር P / ም Δ ጋ ር ነ ቦ ኛ ና ጋ ም ላ / ነ ት ሲ ላ ና b ና / ቦ ት ም ና. (ጋ ነ ት በ J P ở ም ጋ ም) ና ሪ ት ሲ ኮ , Δ ν / ማ Þ Ć ም.
Chairman: Thank you, Ms. Okpik. Mr. Mikkungwak.	<b>Δﻪ/≪ϷϹ·</b> Ϸ(ϽϞϞ∩Jና): ·d৮°ႭϹϷ, Ϲ <sup>ͺ</sup> Ϸϧ∧Ϸ. Ϲ <sup>ͺ</sup> Ϲ Ϲϼ°ϞͿ⊲ <sup>;</sup> Ϸ.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. When we were discussing this particular matter, the Minister and the department would have more responsibilities. If that were the case, as a department, would you be able to sustain or meet the accountability aspects to ensure that each and every community has equal representation to this matter? Thank you, Mr. Chairman.	<b>ΓΡ° ·</b> ·Ϳ <b>Ϥʹ·</b> Ϸ (ϽʹϞϷΛͿϚ): ·ϭͿϧͼͺϮϷ, ΔʹϒϘϷϹʹϷ. Ϲ <sup>ͼ</sup> ͺ ϷʹϐϷϒͺͺϹϒʹϿͺϽϷͿ, ϹϪ <sup>ͼ</sup> ͺϫͺ ΓϭʹʹϹͺϫϷϘ ϪϹ <sup>ͼ</sup> ϭϤʹ <sup>ͼ</sup> ϿϲͺͺϷ <sup>;</sup> ϐʹ·Ͽ ͶͿϒͼϧʹϷϿϚʹϤͰͺͺͻͺϹΔͰϪϲϭϤʹϷʹϚʹͺͺͺϷͼ Δϲ <sup>-</sup> ͼϭϤʹ <sup>ͼ</sup> ϿϲʹͺϷʹͼʹϲͻϒ, ϹϪ <sup>ͱ</sup> ͿϤ ϪϹ <sup>ͼ</sup> ϭϤ <sup>ͼ</sup> ϿϲϲͺϷ <sup>;</sup> ϐʹ·ͻϒ, ϹϪ <sup>ͱ</sup> ͿϤ ʹͺϹϷʹϞϹϷϞ <sup>ͼ</sup> ϛͺ <sup>ͼ</sup> ϿϲʹͺϤʹ·ͿͰͺϹͿϧϷϞ <sup>ͼ</sup> ͼϭϤ <sup>ͼ</sup> ϲʹ ϤϿϭͺͺϤϞϷϔϭϲͺϷ·ϧϿϪϪϷϞ <sup>ͼ</sup> ͼϭϤ <sup>ϛ</sup> ͰϹͺ ϹͺͰ <sup>ͼ</sup> ͼ ΛʹϞͺϤϹϻϲʹ϶ͺͿͺϤ; <sup>ͼ</sup> ͼ
Chairman: Thank you. Ms. Okpik.	<b>Δ•/≪ÞϹ</b> ናኈ (ጋኣ̀ኦ∩Jና): ናሪታ°உ广ঁ⁰. ୮ኁ ▷⁰∧⁰.
<ul> <li>Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Right now, currently, in the Department of Education, we're already trying to do a lot of the work of what the DEAs should be doing. We feel yes, there would be a greater transition if this role was done by the department. We would be able to provide better guidance. We would be able to provide better support. It would be a system that would be much easier to evaluate compared to what we currently have right now. (interpretation) Thank you, Mr. Chairman.</li> <li>Chairman: Thank you, Ms. Okpik. Mr. Mikkungwak.</li> </ul>	<ul> <li>▶•Λ•: <sup>5</sup>d۶° Δ<sup>†</sup>, Δ<sup>b</sup>/ «ÞĆ<sup>s</sup><sup>b</sup>. (Ͻ<sup>i</sup>, And<sup>c</sup>) L<sup>a</sup> Δc<sup>a</sup>σ4<sup>sb</sup>)c<sup>b</sup> Δ<sup>b</sup> σ<sup>c</sup> Λc<sup>d</sup> 5<sup>b</sup> C<sup>c</sup></li> <li>Δc<sup>a</sup>σ4<sup>sb</sup>)c<sup>b</sup> 2<sup>c</sup> Λc<sup>b</sup> σ4<sup>sb</sup>)c<sup>c</sup></li> <li>Δ<sup>i</sup></li> <li>Δ<sup>i</sup></li></ul>
Mr. Mikkungwak: Thank you, Mr.	<b>୮၉°ኀJላኈ</b> (ጋኣትበJና): ናਰታ°ዺቮ, Δነፖペኦርኈ ላዛ ናਰታ°ዺቮ° ዖኦሀልና.

Chairman. Thank you for the response.	◄ ﺩﻩ ﺩﻩ ﺩﻩ ﺩﻩ גע
When we look at this particular subject or	᠘ᢣ᠘ᡃ᠋᠊᠋ᠳᠣ᠊᠆ᡔ᠋᠘ᢞᡆ᠋᠂᠈ᠳ᠘᠂᠘ᡙ᠕ᠴ᠘
discussion at the moment, currently, in	᠕᠆᠆ᠣᡏᡑ᠑᠆ᡅᢣᢆ᠋᠋ᢑ᠖ᡅ᠘ᢞᡳᡄ᠋ᡬᡃᡆᡆ᠋᠆ᡁ
your opinion as a department, how many	ᡆ᠆᠋᠃ᡃdᢗ᠌₽᠋ᠴ᠋᠋᠋᠋᠘ᡩᡆ᠋ᡗ᠈᠂ᢅdᢞᡆ᠋ᡗᡃᡃ,᠘᠋᠋ᡃᡝ᠙᠋ᠵᡬᡃ
of the DEAs are not meeting their	- · · · <b>,</b> · · ·
requirements? Maybe just a rough,	
ballpark figure or estimate. Thank you, Mr. Chairman.	
MIT. Chairman.	
Chairman: Thank you. Ms. Okpik.	<b>△ﻩ،ᠠ≪ﻩ&lt;ﺩ੶ﻩ</b> (Ͻݩᢣ∩J <sup>ϲ</sup> ): ˤdদིལĖ, ང་ ▷ﻩ∧ﻩ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think what we would have to do is break it down by role and responsibility. For example, when we look at policy development and the two policies that DEAs are to develop and implement, that would be <i>Inuuqatigiitsiarniq</i> and the attendance policy. There's also the financial component and who is meeting the requirements under their financial obligations. We would have to break it down by who is implementing the early childhood program or not.	<b>Ϸ·</b> Λ <b>•</b> : <sup>5</sup> ነ ປະ <sup>6</sup> և, Δ <sup>5</sup> / «Ϸ< <sup>6</sup> . (Ͻ <sup>1</sup> + Λ∪ <sup>2</sup> ) Δ <sup>5</sup> ປ
I don't have all the specific information, but in one area or another, most, if not all, DEAs are not meeting the full gamut of what their responsibility and authority would be under the <i>Education Act</i> . (interpretation) Thank you, Mr. Chairman.	ÞdϤ ኣ፟፝፝ኇ፞፟፟፝፝፝ኇ፞፝፞፝፝፝ኇ፞ጏ፞፝፝፝ዾጏዺ ዸጘዻ፝፝፝ኇ ፚ፝፝ኇፚቔጏ፝፝ፘ፟፟፝፝፝ ለጛ፞ጜ፞ዀ፝፝፟፝፝፞፞፞፞፞፞፞፞፝ፘኯኯ፟ጜ ለጛ፞ጜዀዀዀዀዀዀዀ ዾጜኇዾዀ ዾጜዾዾዾዀ ዾጜዾዾዾዀ
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Mikkungwak.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ·</b> ͽ (ϽϞϡϴϽͿϲ): ·ϭͿϧͼϥϹϧ, Ϲ <sup>ͺ</sup> ϷͽͺϷͼ. ϹϷͼϧͿϤͼϧ
<b>Mr. Mikkungwak</b> : Currently, if I'm hearing correctly, right now, by regions or by communities, some communities are actually stronger in their roles and some are actually stronger in the financial aspects of running their DEAs. When you consider those, some strengths and weaknesses, and if the Minister and the department take on a greater role and	<b>۲۹° ٹاخ ت</b> ه (کنهکاری): لَ <sup>م</sup> ور کې

responsibilities in inclusive education and	
human resource aspects, do you feel that	
the students would have higher success in	የዓት° ወር ኮ, ፊነት « እር የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ
quality education? Thank you, Mr.	
Chairman.	
	<b>∆•/≪Þር∿</b> (ጋኣ̀ኦ∩Jና): ኀሪታ⁰ዹ୮፞ <sup>ኈ</sup> . ୮ <sup>ኣ</sup> ▷ʰ∧ʰ.
Chairman: Thank you. Ms. Okpik.	
	שיאי: ילא $e$ ברדי, ביאפאכיי. (כארחטי) שבכי $h$
Ms. Okpik (interpretation): Thank you,	ᢣ᠋᠋ᠰᡗᠣ᠋᠋ᠰᡗᠳ᠔᠘ᡄᠧᢑᡆ᠆ᡧᢄ᠆ᠺ
Mr. Chairman. (interpretation ends) I	᠘᠋᠋᠋᠋᠋ᢑ᠋ᠣ᠘ᢣ᠋᠋᠋ᢛ᠋᠋᠋ᠺ᠆ᢧ᠖᠋ᠧ᠆ᠴᡄ
think that the strength at the community	ᡣ᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋
level, when we look at local	ᠴ᠋ᡄᡄ᠋ᢥᡥᠦᢂ᠋ᡬ᠕ᡅᡗ᠋ᠬᡏ᠋᠋᠋ᢐᢗᡐ᠋ᡗ
programming, for example, and looking	ଐ <sup>ଌ</sup> ନ୯୦୬ନ∿ଏଃନ୍ନନ୦.
at elders that they would hire, these are	
all decisions at the local level that we	
really strongly believe should be made.	
I think that consistency across the	
territory in how we apply applications,	⊲ک⊂™ח⊂ک™יני کن ک) کے ۵۵ کی ۲ ک
whether it be hiring processes, who is on	
the hiring panel, and those types of	
things, will create great efficiency. It will	
give the district education authority an	
opportunity to focus more on its	
programming and school needs rather	
than having to worry about policy and	
other areas where that may be too	
administrative in nature, that the	
Department of Education can take on.	(ϽϞᢣᢉ᠋᠋ᢆᠯ᠌ᢪᡠ᠋᠂᠋ᡦᠫ᠋᠄᠂ᢅᡆᡰᢞ᠌ᢩᢁᡤᡃᢆᡟ,᠘ᡟᠡ᠙ᠵᢗ᠋᠅
(interpretation) Thank you, Mr.	
Chairman.	
	<b>Δ•/ペレርና•</b> (ጋኣኦበJና): ናሪታ≏፬፫•, Γ <sup>、</sup> ▷•ለ•. Γ <sup>、</sup> ር
Chairman: Thank you, Ms. Okpik. Mr.	
Mikkungwak.	TP 04~.
Transford Work.	<b>୮ቦ≗୬J⊲ኈ</b> (ጋኣ̀ት∩Jና): ˤdᡃᢞᡆᡤᡃᢆᢐ, ᠘᠋ᡃᡗ᠙ϷĊ᠅. ᡬᢡᡆ
Mr. Mikkungwak: Thank you, Mr.	CΔLΔς%bDΛ'_)ρς, Ddd αγγρσ% <c 600%<="" td=""></c>
Chairman. This comes to mind here: if	4034Δσ <sup>5</sup> bσ4 <sup>6</sup> < <sup>6</sup> Δσ <sup>e</sup> σ4 <sup>6</sup> 0σπ <sup>2</sup> b0L2 <sup>6</sup> C
this were to change, would that affect the	٢-٢٩Δ٥ ٥٥ ٦ <sup>٥</sup> <sup>-</sup> Δ <i>ε</i> ο ٦ <sup>-</sup> ٦ <i>ε</i> τη <i>ε</i> τη <i>ε</i> Ραργ <sup>6</sup> Για τη
funding levels for each particular DEA	$  (\Delta F \setminus C \cup C$
across the territory? Thank you, Mr.	
Chairman.	
	<b>Δ•/ペϷርና</b> • (ጋኣትበJና): ናਰታ≏உ广். ୮ <sup>,</sup> ▷•ለ•.
Chairman: Thank you Ma Okrik	
Chairman: Thank you. Ms. Okpik.	
Mg Oknik (interpretation): Thenk were	
<b>Ms. Okpik</b> (interpretation): Thank you,	<b>▶⋼∧⋼</b> : 'dታ°൨广, ଌ୳⋞⊳ርં∿. (ጋኁኑ∩Jና) Ճ,
Mr. Chairman. (interpretation ends) In	

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some cases, it might. For example, if we	
look at the early childhood funding that	
goes to DEAs, no doubt, if we centralized	ᠺ᠘ᡃᢦᡆᡐ᠋ᡃᡉ᠙ᡔᢑ᠉᠘᠘ᢣᢘ᠋ᠺᢋ᠋ᡃᢐᠳ᠋
that and have that come out of the	
Department of Education, perhaps those	
monies would be maintained and handled	
by the Department of Education.	
I think we would have to do a more in- depth review of actually what responsibilities are given and what monies are associated. I don't see a lot of change happening. For example, a lot of it was for things like positive school environment; attendance. Those are, I think, integral parts of what a DEA should be doing at the community level. Again, I think we would have to do a very careful review of monies they receive as part of the delegated responsibilities. (interpretation) Thank	CL°Δ <sup>\$</sup> bΔ <sup>\$</sup> <sup>\$</sup> PF <sup>\$</sup> PΔ <sup>\$</sup> Cl <sup>4b</sup> b <sup>*</sup> σ <sup>\$</sup> D <sup>b</sup> b <sup>*</sup> ΛΡσ <sup>\$b</sup> \Ρσσ <sup>\$b</sup> O <sup>\$</sup> , Ρ <sup>\$</sup> <sup>4</sup> Δ <sup>†</sup> C <sup>†</sup> D <sup>\$</sup> <sup>4</sup> P <sup>\$</sup> <sup>2</sup> Δ <sup>4</sup> D <sup>5</sup> D <sup>5</sup> σ <sup>\$b</sup> dCPσσ <sup>\$</sup> L <sup>4</sup> U <sup>5</sup> d <sup>3</sup> <sup>b</sup> <sup>4</sup> <sup>5</sup> <sup>6</sup> <sup>4</sup> C <sup>4</sup> D <sup>5</sup> <sup>4</sup> C <sup>5</sup> <sup></sup>
you, Mr. Chairman.	
<b>Chairman</b> : Thank you. Ms. Okpik. Mr. Savikataaq.	<b>Δ•/«Ϸር·</b> • (ጋኣትበJና): ኀሪታ°፝፞ዹቮ•, Γ' Ϸ•ለ•. Γ'ር ኣልbር <sup>·</sup> •.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. I would just like to go back to two comments on the opening comments again. On page 3, my counterpart touched on it a bit, but in your first paragraph, the last line says, "provides high-quality learning opportunities for Nunavut students." Then we go to page 6, in the third paragraph, it says, "Mr. Chairman, the department is of the opinion that the Act, in its current form, is an impediment to providing the highest possible quality education to our students." It just seems to contradict itself, so just an explanation on that. Thank you, Mr. Chairman.	<b>\&amp;bĊ<sup>(*)</sup></b> (ϽϞϷΛͿϚ): <sup>6</sup> d۶ <sup>a</sup> Δr <sup>b</sup> , Δεναρο <sup>6</sup> . PΛ <sub>Δ</sub> αΡL <sup>4</sup> <sup>4</sup> U L <sup>5</sup> <sup>2</sup> <sup>a</sup> Δ <sup>c</sup> P <sup>6</sup> bP <sub>4</sub> P <sup>6</sup> bD <sup>4</sup> <sup>a</sup> Δ <sup>c</sup> LDΔ <sup>6</sup> e <sup>1</sup> JΛ <sup>6</sup> <sup>6</sup> σ. L <sup>6</sup> Λυ <sup>5</sup> U 3-Γ. C <sup>6</sup> α γ <sup>9</sup> <sup>c<sup>6</sup></sup> <sup>4</sup> <sup>4</sup> Uσ bΛ <sup>6</sup> <sup>4</sup> D <sup>6</sup> <sup>5</sup> DΔ <sup>c</sup> <sup>6</sup> d <sup>6</sup> Λ <sup>2</sup> Δ <sup>2</sup> αPΛ <sup>6</sup> Λ <sup>2</sup> σ <sup>b</sup> Δσ <sup>1</sup> ΓΡΔ <sup>c</sup> . CΔLσ L <sup>4</sup> Λυ <sup>5</sup> 6 <sup>-</sup> <sup>4</sup> UΔ <sup>2</sup> αPΛ <sup>6</sup> Λ <sup>2</sup> σ <sup>6</sup> Δσ <sup>1</sup> ΓΡΔ <sup>c</sup> . CΔLσ L <sup>4</sup> Λυ <sup>5</sup> 6 <sup>-</sup> <sup>4</sup> UΔ <sup>2</sup> αPΛ <sup>6</sup> Λ <sup>2</sup> σ <sup>1</sup> Δ <sup>2</sup> Λ <sup>4</sup> U <sup>4</sup> σ, bΛ <sup>2</sup> <sup>4</sup> D <sup>5</sup> Dσ. Δ <sup>6</sup> <sup>2</sup> σ <sup>4</sup> <sup>6</sup> D <sup>2</sup> σ <sup>2</sup> Δ <sup>2</sup> δ <sup>2</sup> Λ <sup>2</sup> U <sup>4</sup> σ <sup>4</sup> δ <sup>2</sup> C <sup>5</sup> <sup>4</sup> C <sup>4</sup> δ <sup>2</sup> δ <sup>2</sup> Δ <sup>2</sup> <sup>4</sup> C <sup>4</sup> δ <sup>2</sup> δ <sup>2</sup> Δ <sup>2</sup> δ <sup>2</sup> δ <sup>2</sup> Λ <sup>2</sup> δ
<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ኆϷርጭ</b> (ጋኣኦበJና): ናਰኦ° ሲቮካ, Γነር ኣልbርጭ. Γነ ዾካለካ.
Ms. Okpik: (interpretation): Thank you,	<b>▶▶∧▶</b> : 'd⊁°ዺ广҆ <sup>ኈ</sup> , ∆ዞ⁄≪⊳ርኈ. (ጋኣ̀ኦ∩ህና) Ϲʹ°ዺ

Mr. Chairman. (interpretation ends) The first part on page 3, I think, really reflects the vision that we see and that we want to see and then page 8, when we talk about some of the issues and barriers that we have around implementing the Act, mainly around bilingual education, inclusive education, and local decisionmaking, we really feel that... Like I said in my opening comments, our vision and our philosophies are, a lot of times, not aligning with our ability to operationalize at the community, school level, and classroom level. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. The reason this really sticks out for me about providing high-quality education is that we have been on these community tours and we have heard varying opinions. We've got some way out here and some way out there and most are in the middle, but in one of the communities, well, all the communities but one in particular, we heard quite a few times that the grade 12 diploma is not worth the paper it's written on. They say that it doesn't mean much. They say that they can't read or write properly or very well. In another community, a parent said, "My kid just graduated grade 12 here in this community and his reading is at maybe grade 6 level." There has got to be something wrong there, I think.

The question I have is: the curriculum is based on the Alberta standards and I assume they have to write an Alberta departmental exam. How can someone graduate a grade 12 Alberta exam with a grade 6 level reading and writing? Thank

**Δ•/≪Þርጭ** (ጋኣ፞ኦበJና): ኀሪታ°፞፞፞፞፞ዾቮኑ, Γነ ▷ካ∧ካ. Γነር ኣልbር፞ኈ.

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you, Mr. Chairman.	
<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ኆϷርጭ</b> (ጋኣኦበJና): <sup>ና</sup> d۶°ዹ广 <sup>ኈ</sup> , Γ <sup>、</sup> ር ኣልbር፞ <sup>ኈ</sup> . Γ <sup>、</sup> Ϸ <sup>ϧ</sup> Λ <sup>ϧ</sup> .
<b>Ms. Okpik</b> : (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think I want to go back to a bit of what I was talking about earlier. There's what's happening and what people are talking about what's happening in the school system right now versus this piece of legislation and the legislation review that's taking place. Again, we're talking about students that are in grades 10, 11, and 12 and when we look at when the Act came into force in 2009, that was six years ago. We're still looking at a K-5 or K-6 system. That is very different than, I think, what you are talking about right now.	Ϸ•Λ•: ናժታ°ឩ广, Δ•/«ϷϹ%. (ϽϞϷႶͿϚ) ϷႶႭ ϤϷΔ°ឩና ϲʹ· ϞΔ ϷናϷϷィႭჼϷϷϷ϶໑Ϛ ϷϤናՈϤϷ ናϷͽΔϚϿናͽ5656ና ϲና Ϟͺͼ Ϥϲ ʹϷͽΔϚϷʹϷϿናϷናϷϲϚͺϷͺͼ ΔϚ΅ϭϤʹϷϽϚ ΔσʹϷ Λ΄ͻͿ. Ϸឩ LϲႱʹϷ Λ΄ͻͿ ϤϞͺ ናΡΓ۶Ϸσͼ ΛʹͻͿ. ΔϚͼσϤͼϦσͼ ናϤϚϦϭϲʹͼ 10, 11, 12-ΓϚϽσϷ ϷʹϷϷϒʹϷϚϚϹ. ϹΔϷϤϤͻ, Ϫ, Ϲʹ·ϐϫϿ LϲϲႱʹϷ 2009- ϞͿϽʹͻͿ ϤϽϲʹͼϞϲ, ϐ ϤϚϚͿϚ ϤσͿʹϭϤϲʹϷϽϚ ΓϷϞϹϷσͼ϶ϲϭϚ ϐ-ͿϚ ϲʹϲ ϹϤͼϫͼͿϭͿϚ.
When we talk about legislative changes and language of instruction, for example, and how even within the first six years, we see the changes that need to take place, it's kind of hard to measure it with the measurements that we're focusing on right now, which is the grades 10, 11, and 12 standard that is being talked about right now. I think we need to separate those two things we're talking about. We're talking about legislation and implementation of legislation is generational, for example, and then what's happening right now. When I respond to you about what's happening right now, it wouldn't be in relation to legislation and implementation of legislation.	ΟΔ <sup>6</sup> dd Ϸ <sup>5</sup> b Ϸ <sup>2</sup> /Λ <sup>6</sup> Ċ <sup>5</sup> /Γ <sup>5</sup> Λ <sup>5</sup> /16 <sup>5</sup> Λ <sup>3</sup> <sup>5</sup> /16 <sup>5</sup> Δ <sup>3</sup> /16 <sup>5</sup> Δ <sup>3</sup> /16 <sup>5</sup> Δ <sup>3</sup> /16 <sup>5</sup> /16 <sup>5</sup> Δ <sup>3</sup> /16 <sup>5</sup>
We have heard about the quality of students that are coming out, graduates from grade 12. When we look at programming and the programming changes that we're making right now,	ϷʹͽϟʹͽϧϚϹ Δϲ΅ϭͺϤʹͽʹͶϚͺʹͽϿͶϒ Δϲ΅Ⴑ·ϿͶ ΛϧͺʹͽϲϚͺͳͺϳϹͺʹϭϚϺͼϲͺͼͺ12-Γ. ϹϭͿ·Ϲ Δϲ΅ϭͺϤϨͶ·ϞϲϷʹϭϷʹͽϹͼϿϽϭϚͺϤ·ͰͺϹϹϷϭϭ ϥϟʹ;ͻϘϤʹͽϲϹͽϿϭϚͺϥͱͰͺϪͽϟͼϹϷʹϿͶ ϷʹͽϲͺϹͺϷͽϧϤϹϷϟϪϚͺϹϷϟϹϷϭʹͽϚ

when we look at the guided reading and	ᡣᡣᡅᡆ᠈᠋ᡣᠧᢛ᠈᠆᠆᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕
looking at reading levels from	᠋᠂ᡃ᠋ᡆᡗᡥᠳ᠋᠋ᡃᢑᡄ᠘᠋᠅ᢆ᠋ᢕᢄ᠋᠈᠋ᡃᠣᡄ᠘ᢪ᠋ᢩ᠆᠋ᠴ᠋᠋᠋ᢌ᠆ᠺ᠅ᢕᢗ
kindergarten to grade 8 and being able to	᠌ᢦ᠋᠋ᡘᡃᢣᢆ᠋ᡐᡃᡄᢦᠥ᠋᠋᠋ᠵ᠘ᢣ᠋᠀᠋ᡔᡄ᠋ᡃ᠕ᡩ᠋᠋᠋ᡔᡅ᠂᠘ᡄᢩ᠂ᠳᡐ᠋ᡃᡅ
say, "This child is reading at this reading	ᢄ᠋᠈᠋ᡃᢑᡄ᠘᠌ᢪᡆ᠋ᢕᡄᠴ᠋᠋᠋ᢖ᠂ᡆᡗᡥᠣᡄ᠌᠊᠋᠋᠋᠋᠋᠆᠒᠆ᡗ᠖᠂ᡆᡗᡥᠥᡄᡃ
level," I think that's the systemic change	10-ᡤ᠆᠋ᡝᠣ᠘᠊᠋᠆<ᢗ᠂ᡠᡗᡥ᠋᠊᠋ᠣ᠆ᡄᡃ᠋᠋᠋᠋
that we're making within the Department	ϷʹϧϹͺϯϧϧϭͷϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧϧ
of Education right now so that when a	
student is reading at a grade 10 level,	
they're reading at a grade 10 level. We're	
putting those assessments and those	
benchmarks in place right now.	
1 0	
I think they're two very different topics	Ċჼd⊲ ⊳⁵b⊳ィຯσċჼ ĽݑϷ ΔĹჼď
when we talk about the legislation and	ᢄ᠋᠄᠔ᢄᢣ᠙ᡏ᠋᠋ᠮ᠖᠋᠋᠅᠘ᢕᡄᡅ᠋᠋ᡔᢑ᠖᠆᠋᠘᠂ᢙᡬ
that which we're talking about right now.	(ϽϞϞ∩ͺϳჇჼႻႪჂჼ) ჼݸჄჼႭႠჼ, ᠘ჼჄ≪ϷϹჼჼ.
(interpretation) Thank you, Mr.	
Chairman.	
	<b>Δ•거&lt;    </b>
Chairman: Thank you, Ms. Okpik. Mr.	∽δbĊ™.
Savikataaq.	
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Mr. Savikataaq: Thank you, Mr.	
Chairman. There have been high schools	
since, I don't know, a long time. We all	⊲٤L 12 ⊲d⊲σ⊲౨ <sup>ь</sup> ᡪჼ᠈₽ᡠᠭᠮ᠘ና CĹσ.
went to high school. There have been	
grades 10, 11, and 12 for a long time.	ᡏ᠕ᢛ᠘ᠫ᠘ᡱᡆ᠋᠋᠋ᠬᡷᠧᢑ᠂ᡆᡗᠬᡨ᠋ᡔᡄᡃ᠋᠋᠋᠋᠋
8	⊲୵᠉ᡔᠫ᠌᠘᠊ᡄ᠉ᠫ᠉ᡂ᠂ᡠ᠋᠆ᠳᠧᢇ᠋᠌᠌᠌ ᠺᢣ᠋᠋ᡶᠺᠫ᠘ᡩ᠘ϷᠵᢗΓϷᢗ᠊ᠴᢩ᠖᠂ᢐϷᡷᢣᢓ᠒ᠳ᠋
Just a simple question I would like to	PPP4564<00. CecCP6 56-jano
know is: if our grade 12 students are	
writing an Alberta departmental exam,	34 3
let's say, in English because I believe	የሥፅሮ 12 ርና ውገል? ር፳፫ የለ 7 0 0 የኮ_∆_℃▷L የሆ∩°σ⊂ <sup></sup> 12-Γ
English is one of the departments that	᠆᠘᠆᠆᠘᠆᠆᠘᠆᠘᠆᠘᠆᠘᠆᠘᠆᠘᠆᠘᠆᠘᠆᠘᠆᠘
you have to write and you have to pass to	
get your diploma, and if it's the Alberta	5021 40000011 CA 4000011 502255000000000000000000000000000
standards, how is someone with reading	
levels that could be as low as grade 6 be	
passing that exam and getting their	
diploma? They have to pass that exam to	
get their diploma.	
	᠂ᡃ᠋ᡃᡅᠴᢀ᠋᠕ᢣ᠋᠋ᡅᢆᡒᡃ᠋᠋᠋ᠴ᠋᠋᠋᠋ᡱ᠖ᡃᢗᢛ᠋ᡃᠥ᠖᠄᠋ᡃᢑ᠐᠆᠘ᢕ᠘ᢕ
I would just like a simple answer to the	᠈ᡃ᠋ᡆᡗᡥᠦᡄᡃ᠂᠖᠊᠋᠋᠋᠋᠘ᡱ᠋ᢩᡆ᠋᠋ᠮ᠋ᡗ᠈᠋ᢄ᠂ᡔ᠘᠋᠋
Committee here. How is someone getting	<sup>‹</sup> dᢣᢩ°ڝڶ <sup>ݖ</sup>
their diploma if they're not reading at a	
grade 6 level? Thank you.	
	<b>∆⊳/≪⊳ር∿</b> (ጋኣ̀≻∩Jና): ⁵dን°உ广҆⋫, ୮ኑ୦ ኣልᲮር፞ኈ.
Chairman: Thank you, Mr. Savikataaq.	C°ੴ Lርሁና CL°a
<b>,</b> , , , , , , , , , , , , , , , , , ,	ᠵ᠋ᡃᢐ᠋᠔᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆

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While it's not included in the actual legislation, it does speak to the quality of education being provided to our youth, so I'll allow the question. Ms. Okpik.	ΡረϤϭ ʹϧϿͶϹͼͺͶϷϭϲϲͱϹͺϪϲͺͼϭϤϭͼϹͼ ϪϿϟͼϽͼϤͶͼͶͼϿͼͺϞͽϷϹϤͼϧͳͼʹϹͺϷͼϧͼϟϹͱϹͼ ϤϪϲͶͼͶϤͱϹϫϽͼͼϫͼϷͼͺͺϹ;ͺϷͽϪͼ ϷͽϪϷ;ͺͼϥϧͼϫϹͼͺϪͼϟϭϷϹͼͼͺͺϽϞϷͶϽͼ)
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would like again to say that for different reasons, the system may not be adequately preparing our students. If we look at attendance, attendance has a significant impact on our students to be able to succeed. We look at our staffing, for example.	<ul> <li>&gt; Λ. ΟΥ ΔΙΑ, ΔΑ ΚΟΕΑ. Ο ΑΠΟΥ</li> <li>&gt; δν ΔΙΑ, ΔΑ ΚΟΕΑ. Ο ΑΠΟΥ</li> <li>&gt; δν ΔΙΑ, ΔΑ ΚΟΕΑ. Ο ΑΚΟΥ</li> <li>&gt; δν ΔιΑ, ΔΑ ΚΟΕΑ.</li> <li>&gt; δν ΔιΑ, ΔΑ ΚΟΕΑ.</li> <li>&gt; δν Δια δυ Δια δυ δια δια δια δια δια δια δια δια δια δια</li></ul>
Again, I have to keep going back to history because we talk about "us" and "we" and when we went to school. When I went to school, I went through an all- English system and I took an all-English departmental exam. I think, when I went to school and students are going to school today and in the last 15 years, it's very different than our experiences.	ΔἐϷ ϷՈჼϷϹϚϷϞʹϭϷϞϽΔ° ໑ϚͰ ϤϽʹϷϹϷϮʹͼϟͰϟϿ ϷϨͿͼ, ΔϲϞϞͼϿʹϐͼϹϹ϶ͻϲ, ΔϲϞϞͼϿʹϐͼϹϹ϶ʹͽϧϲϲ ʹϐϧϿͼϹϽϽΔ° ͼϚϤϤͼ Δϲ° ϭϤϲϷͼϟͰͿϧͰ ϤͰͿ ʹϐϧϿͼϹϽϚ ʹϐϷϟϞϨϹϭ Δϲ° ϞϧͰͳͺϳϹ ϷϷϹϹϷϛϿϹ ϤʹͼʹͿϲ 15 ϤϭͺͿʹͼϟͰϲͼϿϚ ϤʹϟϹͼʹϒϧ ΔϲϞϧʹϷϽͼϟͰϭϲͺϨϲϷͼϲϲ
We have a system now where the language of instruction has greatly changed the landscape in education in our territory. I think that when we talk about that, we also have to look at the language of instruction within our school system as well and making our system truly reflective of a bilingual model.	Űዺ ┩ᢣᡃᢣᡃ᠋᠉ᢣ᠘ᡃᡄᡅ᠋᠆᠋᠋᠉ᠫ᠉᠂᠌ᢐᠥ᠘ᠺᠫᠥ ᢂ᠋ᢐ᠋Ϸᢣᡝᠳ ᡏᠫ᠋᠄ᠴᠺ᠘ᡊᠺᠺᡳ᠋ᠺᡩ᠋ᢐ᠋ᡬ᠘᠅᠘᠘ ᠖᠋ᠣ᠘ᡊ᠕ᠺᡘ᠋ᡬᡬ᠘᠅᠘᠘ ᡬᠣ᠘᠘᠘ ᠕ᡩᠣ᠕᠘ᡩᢋ ᠕ᡩᠣᢂ᠘ᡩᠳ᠖᠘ᡩᡆᢩ᠘ᠺ
To get to your specific question about how a person possibly reading and writing in grade 6 can pass a departmental exam, currently, how a departmental exam is weighted is 50 percent of their exam mark and 50 percent of their class mark. For example, if they're attending and they're finishing their homework, and it might be a different multitude of how they get their class mark, their assignments, either tests that they take or projects that they have	<sup>5</sup> రీ అరి ఎా ' కోంది రాలా' 6-ఎది చి కార్ సింద ఎా ' కోంది రాలా' 12-గ ని జి సింద లి దిలి లాలా' 12-గ ని జి సింద లి దిలి లాలా' సింద లాలా' 12-గ ని జి సింద లి లాలా' బిల్లా లాలా లాలా ' సింద లాలా' సింద లాలా లాలా ' సింద లాలా' సింద లాలా లాలా ' సింద లాలా' సింద లాలా ' సింద లాలా' సింద లాలా ' సింద లాలా' సింద లాలా ' సింద లాలా' సింద లాలా లాలా ' సింద లాలా లాలా ' సింద లాలాలా లాలా లాలా లాలా ' సింద లాలాలా లాలాలా లాలాలా ' సింద లాలాలాలాలా లాలాలాలాలాలాలాలా ' సింద లాలాలాలాలాలాలాలాలాలాలాలాలాలాలాలాలాలాలా

undertaken, forms 50 percent of their mark. The other 50 percent is the actual exam mark. It may not be hard for a student to fail their departmental exam, but pass their course mark. You add the two and divide by two to get your percentage. That's how you would get someone that would pass. (interpretation) Thank you, Mr. Chairman.

Chairman: Mr. Savikataaq.

**Mr. Savikataaq**: Thank you, Mr. Chairman. I'm not going to go any further. I understand your explanation, but it just seems like the explanation is okay, when you're in grade 12, and I'll take this for example, you're going to get a very high mark in English in case you get a low mark in a departmental to make sure you pass. I'm almost reading between the lines.

I would just like to go back to when you said you went through an all-English curriculum or school and it's done you well. You still speak Inuktitut, you're very high up in the government, and you're the second in command to the Minister. Maybe we should look at that too. Obviously it worked very well for you and for other people of your generation, but that's just a comment.

What I would like to go back to is the language of instruction. In our community tours, we heard from a lot of people that a good number of the kindergarten students are coming into kindergarten speaking only English. Shouldn't there be a class with Inuktitut as a second language instead? We heard of examples where a little student in kindergarten had to be interpreter. It's good experience for that child to interpret at that age, but are you looking at maybe

**Δ•/ペレር**<sup>•</sup>: Γ<sup>、</sup>ር ኣልbĊ<sup>•</sup>.

getting Inuktitut as a second language? I don't know if it's a course or curriculum for the lower grades. Thank you, Mr.	ርΔ๒dഛჀ ፚഛናበጋና
Chairman. Chairman: Thank you, Mr. Savikataaq.	<b>Δ•/ペÞርናゅ</b> (ጋኣኦበJና): ናਰኦ°ഫ广ঁኑ, ୮ኁር ኣልbርናኈ. Γኁ ዾ•ለь.
Ms. Okpik.	<b>ϷϧΛϧ</b> : ͼϥϧͼϼϳϝͼͺͺϘ;ϞϭϷϹͼͽͺͺϽ;ϧϧͶϽͼ) ϳͼͼϭ
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) That would be reflected in the dual model if the community would choose a dual model, for example, where you have a high proportion of students that would have Inuktitut as a second language. That	LናŻলჼ৽Ხ <sup>®</sup> Სᢣᠫ᠋ᡗ᠌ এᲚᡩᡗᡪᡃᡪᠫᡗ ᠑এᲚᢪ᠑ ᡏ᠋ᡒᠯ᠖ᢕᢪ᠋ᡦ᠊᠋ᢛᢑᢗ᠘ᡩ᠘᠋᠉ᢕ ᠳ᠘ᡩᡆ᠋᠕᠆ᡩ᠋᠕᠆ᡩ᠘ᡩ᠘ ᠘ᡩᠣ᠘ᡧᠥ᠘ᡩ᠋ᠦ᠆ᢤᡊᠫᠶ ᠕ᡄᠬ᠊᠋ᠿᡀᠿ᠋᠘᠉ᠫ᠉᠂ᢣᢛ᠋ᡗᡷᢛ᠋ᢕᢗᢂ᠆᠖ᠺ᠉ᢓ ᠘ᡄ᠘ᠿ᠘ᡁᡩ᠘᠉ᢓ᠉᠂ᠺᢛ᠋ᡗᡷ᠉ᡣᢗᢂ᠆᠖ᡘ᠉
would be reflected that way. However, I think what you're talking about is a conversation that we need to have as Nunavummiut. When we have a large number of kids coming into kindergarten with English as their first language, there needs to be a community discussion about the strength of Inuktitut language revitalization. I think that is something that we would welcome. We're starting to actually test students coming into kindergarten by language proficiency to see where their strengths may lie.	Ρ/Ϥσϲ Ϲ <sup>ʹ</sup> Ϥ ϷʹϧϷ;ʹ, ϿϤϿ·ΓϷϹϷʹϿϹ ϷʹϧϷϒϲΓϤ;ϷͽʹϚϲΔϞϿϚ ϿϤϿ·ΓϷϹϲͺͺϫʹϧʹͻϹ. ϤΓ;ͼ ΓΡ; ϹϷϭ·ͽϚʹͼ Δϲ΅ͼϭϤϲϤ΅ϧϧͼϲ ʹϧϲϿάΠϽͼ ϤͼʹϧͼΓ ϷʹͽϷϒ;ϷͼϧͼͽϽΓϭϷʹϿͿϧ ϿϤϲ΅ϭ ϹΔL ϹϹͼϤ ϷʹͽϷϒϷ;ϞϲϤ;ͽ; ΔϿͼʹͳϽͼ Ϛͼʹϒϭ ΔϿͼ ϒ Ϸʹϧ Ϸ ϲ Δ ϲ <sup>6</sup>
I guess some of our other issues are if you have a community where you have a staffing compliment where there is only one kindergarten teacher and you may have, let's say, a class where you have a certain number of students that are Inuktitut as a first language and Inuktitut as a second language, we would have to look at providing other types of supports for that kindergarten teacher, whether there be a language specialist or some other means of support for that kindergarten teacher. The reality is that a school is allocated teachers on the student-educator ratio (SER) and the	Δας « Κιδια Διά βα Δια δ

number of students within a school.	
In our written submission, we go a little bit further on the student-educator ratio, for example, saying that SER does not fit when we want to look at programming for our students and high-quality programming, that the SER might not necessarily be able to address programming needs within our communities. (interpretation) Thank you,	C <sup>®</sup> &σ በበና <sup>™</sup> νʹLϞ <sup>C</sup> Λ <sup>®</sup> σ <sup>-</sup> Ͻσ <sup>5</sup> ʔበΓνʹLϞ <sup>C</sup> Λ <sup>®</sup> σ Ϸ <sup>5</sup> bϷν <sup>5</sup> b <sup>b</sup> σ <sup>™</sup> νʹLϞ <sup>J</sup> <sup>c</sup> <sup>5</sup> b <sup>C</sup> Λ <sup>b</sup> <sup>6</sup> D <sup>C</sup> <sup>4</sup> <sup>L</sup> Δ <sup>C<sup>®</sup>σ<sup>4</sup><sup>m</sup><sup>6</sup> <sup>4</sup>C<sup>2</sup> Δ<sup>-</sup>Δ<sup>2</sup>Δ<sup>2</sup>. Δ<sup>-</sup>C<sup>4</sup>L Δ<sup>C<sup>®</sup>σ<sup>4</sup><sup>5</sup><sup>2</sup><sup>6</sup><sup>2</sup><sup>6</sup> ΛϷ<sup>4</sup>σ<sup>b</sup> Ϸ<sup>5</sup>b<sup>2</sup><sup>5</sup>b<sup>2</sup><sup>5</sup>b<sup>2</sup>Δ<sup>2</sup>C<sup>2</sup> <sup>5</sup><sup>6</sup>P<sup>5</sup><sup>6</sup>C<sup>2</sup>C<sup>4</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup><sup>2</sup></sup></sup>
Mr. Chairman. <b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δﻪ/≪ϷϹና</b> Ϸ (Ͻ <sup>ϳ</sup> ៶ϷႶͿϚ): ናdϧͼႭϹϷ, ϹϞ Ϸͽ∧Ϸ. ϹϞ ⊲ናႭϷႦ <sup>ϛ</sup> Ϸ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. I thought I was last on the list.	<b>ዻኁዹዾጛኈ</b> (ጋኣ፞ትበJ <sup>ϲ</sup> ): ኁ፝፝፝፝፝፝፝፝፝፝ ነታ <sup>ኈ</sup> ዹ୮፟ <sup>ኈ</sup> , Δ <sup>៶</sup> ፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞
I want to talk a little bit about DEAs and authority. I understand DEAs have the authority to provide the operational plan for the school, known as the school program. This means that educational program decisions are community- specific. What kinds of challenges does this pose for teachers and principals? Thank you, Mr. Chairman.	Δሮ°σላኈጋ፫ኪኦነሪና ክበሬኦዮቦዮσና ለታ ወኦበጐቦዮσኑ ኦናክኦነናክንሬነት ሬድ°σላኈጋ፫ኪኦነሪና ፅቦሬኦዮቦና ናክኌኈ ልሮኣልኑ ላኦፈርኦσላናሬኊርና ጳጐዮናበኪታ ወርናነሪና. ርልሬሮ ፊድ°σላኈጋ፫ኪσና፲ና ኣኈዮኈርኦσላኈጋልና ኴዉሮዮσ ኴዉሮዮኌና ጋናጐሁናና. ናክኌኈ ርሬዮዉ ለኦኪላናጋልናክናርናካክ ልሮኣልኦጔና ልሮኣልናጏ ላኈሁናኈክዮቡኌና? ናዕኦዮዉፑኑ ልጎሃ «ኦርናኑ.
Chairman: Thank you. Ms. Okpik.	<b>Δ•거≪ϷϹ·</b> Ϸ(ϽϞϞႶႮ <sup>ϲ</sup> ): <sup>ና</sup> dᢣ°Ⴍ广 <sup>ϧ</sup> . Γ <sup>、</sup> Ϸ <sup>ϧ</sup> ΛϷ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) The principal develops the plan and the DEA directs the plan. (interpretation) Thank you, Mr. Chairman.	▶•⋀•: የਰੋਖੇ°ਕ੮ੱ° Δ°2ੴ Δ୯५Δڬና ዺ∿ሁጚጭ፟፟፟ዄ፟፟፝ዮና ዺ፞ዀ፝፝፝፝የፇኯ፟ፚጭርዀጋና Δ୯°σዺዀጋኆኊ፟፟፟፟፟፟፟፟፟፟፟ (ጋ፟፟፟፟ት፟በ፝፝፟፟፝ጏ፟፟፝፝፝፝፝ጛዀ) የ፝፝፝፝፝፝፝፝፝፝ የ፟፟፟፟ት፟፝፝℃ዹ፟፞፝፞፟፟፟፟፟፟ዀ, ፚ፝ኯ፟፞፞፞፞፞፞፞፞፞፝፞፝ዾጜ
Chairman: Thank you. Ms. Angnakak.	<b>Δﻪ/«ϷϹ</b> ·Ϸ(ϽϞϷႶͿϚ): ·ϭͿϞ <sup>ͺ</sup> ϫͺϹϷ、Ϲ <sup>៶</sup> ͺͺϤʹϲϫϷϧͽ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Does the DEA have the capacity to carry out this responsibility? Thank you, Mr. Chairman.	<b>ፋና쇼৽bናං</b> (ጋኣትበJና): 'dᢣ°ዺ广፞፟፟፟፟፟፟, Δ፟ኯ፞፞፞፞፝፝፝፝፝፝ ውዉ፦ና Δሮ°σኆኈጋሮሲትኈቦና ለኆ፝፝ዾኦበና፝ CLጋΓኈሁ bLቦኑናbናኑዖበኑ? 'dᢣ°ዺ广፞፞፞ , Δ፟ኯ፞፞፞፞፞ጞ፞፞፞፞ዼኦ
Chairman: Thank you. Ms. Okpik.	<b>Δ•거≪ϷϹናゅ</b> (ጋኣ̀ኑ∩ህና): ናਰኦ°Ⴍ广ჼ. Γ <sup>、</sup> Ϸ⁵∧ჼ.
	▶ﻩ٨ﻩ: ‹dᢣᢩᢩᡄᡄᡤᢑ,

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) More often than not, they don't have the capability to carry that out. (interpretation) Thank you, Mr. Chairman.	Δ <sup>ኣ</sup> イペϷϹናჼჼ. (ጋኣትበJና) ଐଧϷႱႵናጋჼჼ. ርLጋ୮ჼႱ ለ፫ቢላናክዖ՞ዉ_ጋላჼቦናጋና. ለኆ፝፞፝፝፝፝ዹኈቦ՞σdჼቦ՞ຼ ϹჼdσჼႱ (ጋኣኦነቭჼቦናጋና) ናdሃ°ዹ广ჼ, ΔነイペϷϹናჼ.
Chairman: Ms. Angnakak.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>;ϧ</sup>:</b> Γ <sup>៶</sup> ⊲ <sup>៹</sup> Ⴍ <sup>ϧ</sup> Ϧ <sup>;ϧ</sup> .
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. What kind of support does the department provide the DEA in order that they can go towards having that capacity? Thank you, Mr. Chairman.	<b>ዻናዺኈbና</b> (ጋኣትበህና): ናਰታ°ዺ广፟፟፟፟፟፟, Δካፖዊኦር፟፝፝ ና፟፟፟፟፟፟፟፟፟፟፟ ናይጔሏናጋሙ ሏይጚጭፖጭርኦንጚበና፟፝፝፝፝፝ጜዀኯርኦ፝፝ኇና ር፟፟፟፟፟፟፟፟ ይ፫°ኇ፝፟፝፝፝፝ኇ፟፟፝፝ ለ፫ኊዻና፟፟፟፟፟፟፟፟፟ን፝፝፝፝፝፝፝፝፝፝፝፝ ለ፫ኊዻና፟፟፟፟፟፟፟፟፟ፘ፝፝፝፝፝፝፝፝ዹ፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝
Chairman: Thank you. Ms. Okpik.	<b>∆⊳/≪⊳ር∿</b> (ጋኣ̀ት∩Jና): ናdታ°൨Ր҆ຩ. ୮ኁ ⊳ຩ∧ຩ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) At the school level, the principal is the direct support to the district education authority and then we have three regional school operations where we have an executive director and superintendents of schools. They have direct responsibility, working with the principals, for the school program plan.	<b>ϷͽΛͽ</b> : ͽϤϧͼϲϳͼ Δͽϟ≪Ϸϲϳͼ. (ϽϞϷϽͿͼ) ΔϲͼσϤͽάς ΔͻϤϭ ϲͼ ΔϲϞΔϷς ϤͼυϞͼϷ ΝϲϷϲͽυζε ΔϲͼσϤͼϿϲϲϷͽ ϲͼ ΔͼͼσϤͼϿͼ Δͼ Ακαμά Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ
In the regional school operations, we also have what we call consultants, which is just a title. For example, we may have a social studies consultant or we may have an Inuktitut language arts consultant that will work directly with schools on each of these areas.	<sup>ና</sup> ዕ⊳ትLትርናbናፐሁናር ⊲ልናጋኈፖደላሏና ⊲ኈሁጚ፨፱፞ናኴናልጐቦ°σ, ሥ፞ኄጏ ርL๒dσኈሁ Δ፫°σ⊲ሁካጔና ΔሷናbበՐ፞ጔና ⊲ሥዮግጋ Δ」ውበጋናጏ Δ፫°σ⊲ዖበካናም ርL୭d⊲ ለ፫ኊናኴበናኴናኴናናውጋና Δ፫°σ⊲ል°σ.
We also have in the regional school operations DEA development officers that work on a day-to-day basis with DEAs. For example, if there's financial support that they need, if there's financing, staffing, or governance issues on which they need information, on a daily basis, we have the DEA development officers to help with them. The DEA development officers help	Ϥ& <sup>c</sup> <sup>5</sup> <sup>w</sup> /Lσ <sup>c</sup> CP <sup>w</sup> Δα <sup>c</sup> <sup>e</sup> σ Δ <sup>c</sup> <sup>e</sup> σ <sup>4<sup>w</sup></sup> <sup>b</sup> <sup>c</sup> α <sup>s</sup> <sup>j<sup>c</sup></sup> Λ <sup>c</sup> <sup>c</sup> α <sup>1</sup> <sup>c</sup> <sup>b</sup> <sup>b</sup> <sup>i</sup> <sup>b<sup>c</sup><sup>w</sup><sup>b</sup><sup>c</sup> Δα<sup>c<sup>c</sup></sup> Λ<sup>c</sup><sup>a</sup><sup>s</sup><sup>b</sup><sup>b<sup>c</sup><sup>w</sup><sup>b</sup><sup>c</sup><sup>b<sup>c</sup><sup>b</sup><sup>c</sup><sup>b</sup><sup>c</sup> Δα<sup>c<sup>c</sup></sup> Δ<sup>c<sup>e</sup>σ<sup>4<sup>w</sup></sup><sup>b</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b</sup><sup>c</sup><sup>b<sup>c</sup><sup>b</sup><sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b</sup><sup>b</sup><sup>c</sup><sup>i</sup><sup>j</sup><sup>j</sup> βα<sup>b</sup><sup>j</sup><sup>b</sup><sup>l<sup>c</sup><sup>b</sup><sup>b</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c<sup>b</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c<sup>b</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b<sup>c</sup><sup>b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DEAs organize themselves to hold elections. They help them to replace members who may have resigned. Throughout their terms, they assist in hiring office assistants and helping DEA to understand their financial obligations for example, and any type of	
communication that may come to and from the department. We do have that support at the regional level.	ርΔL ⊲ልናጋኈረLσ⊳ረσ ⊲ኈႱվኈ፞Ҍ፞ኁҌኁል°σ
At the headquarters level, we also have DEA development officer that works with DEAs, but also to provide support the DEA development officers at the regional level. We look at consistency, tracking, and those types of things, and the consistent messaging that needs to g to DEAs, for example.	<ul> <li>Δ b x<sup>4</sup><sup>6</sup> / Δ δ x<sup>2</sup> C<sup>6</sup> b<sup>6</sup> D<sup>6</sup> d<sup>6</sup> U x<sup>4</sup><sup>6</sup> b<sup>6</sup> b<sup>6</sup> δ L<sup>4</sup> D L d<sup>6</sup></li> <li>Δ b x<sup>4</sup><sup>6</sup> / Δ h<sup>6</sup> b<sup>6</sup> C<sup>6</sup> D d h<sup>2</sup> C<sup>6</sup> d d d d d d<sup>6</sup> d<sup>6</sup> d<sup>6</sup> d<sup>6</sup> d<sup>6</sup> d</li></ul>
We have also provided quite a bit of structured training for DEAs. Last year, we provided training for DEAs' office managers to come together on the financial obligations and how to undertake their financial obligations. Th year, we approached it a bit differently and we had three regional training sessions, for example, on their financial obligations. We feel that's one area that we consistently need to provide training because of FAM and FAA. (interpretation) Thank you, Mr. Chairman.	$\begin{array}{c} \Delta = \int d^{2} + \int d^{$
Chairman: Thank you, Ms. Okpik. Ms Angnakak.	<b>Δ<sup>ϧ</sup>/≪ϷϹ</b> ჼϷ (ϽϞϞ∩Ϳϲ): <sup>ϛ</sup> dϞ°ႭϹϷ ϹϞ Ϸͽ∧Ϸ. ϹϞ . ⊲ናႭϷႦ <sup>ϛϧ</sup> .
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thanks for your response. It sure sounds like a lot is being done, but makes me wonder. When we were doin our community consultations and when we read the submissions, I think that in every community and it seems to be in every submission, DEAs are struggling.	g <sup>ና</sup> ዓት° ሲቮ° የኦሀልና. የሥ ላΓሥላጋልና ለሮሲላንህታ የ° σ ርሏL ወሲሮ° ወና ላ፟፟ትና ዕሰና ነው የሥራ ር Lº ላቢ የግሪ መሪካ የግሪ የስራ የሆኑ የስራ የሆኑ ወሲኖር ሲንም የሆኑ

They're struggling to understand their roles. They're struggling to be a part of a system that seems very foreign to them. I think it gives you, as a department, a lot of challenges as well because you have to try and include people, but at the same time, the training, there's a whole It's very complex, I'm sure.	ለলሊላሊቦላኄኤዮሮዮቦዮው ላዛሬጋ Δᡄলኦበሁለላናኌላኈጋበሶ Δলዮσላኈጋলሊሥዕዮഛ ጳ՟ᡄኦ՟ኌσ. Δলሃ ለলሊልኦኄታ ላቀለንበኄቴናፐሁናበ ርሏ፟፟፟፟ዾ ዾርኦበናበሁለላኈጋበናኌ ሏውዮው Δলዮσላናውነታን ርደዮዉ ለኦሊላጋዛርና
With all that you said that you're doing, what do you feel is missing from the picture that DEAs still feel that they don't have enough support and that they're not trained enough? Thank you, Mr. Chairman.	᠙ᠡ᠌ᡆᠦ᠌᠌᠌ᠺᡃ᠖ᡃ᠋ᢐ᠖᠋ᢣᠺ᠋ᡗᢄᠺᡃ᠋ᠴᢉ᠄ᢐ᠋ᠴ᠋᠋ᠬᡄ᠂ᢣ᠋ᡅ᠋᠋ᠮᡃᠳᡏ᠋᠉ ᠙᠊᠋ᡃ᠋ᡶ᠋᠋ᡗᢣ᠋᠋ᠶ᠋ᢐᡃ᠋ᢦ᠋ᡃ᠅ᢣ᠅ ᠘ᡄᡨᡆ᠋ᡐᠡ᠋᠋᠘ᢞᡗ᠋ᠴᡏ᠋᠋᠋ᢦ᠋᠋ᠬ᠘ᢞᡗᠴᡏ᠋᠋᠉ᡘ᠕ᡷᡳ ᠈ᡃᠯᢣᠳ᠋ᡄᢛ᠋ᢆ,᠘ᡃᠡ᠙ᢂ᠋ᢗ᠅
	<b>Δ•거≪Þር፣</b> • (ጋኣ̀ትበJና): ናਰታ°ฉՐ்•. Γኁ Þ•ለ•.
Chairman: Thank you. Ms. Okpik. Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Again, when we look at the history of the consultations and the authorities that were devolved to DEAs, there was a significant amount of direction on local governance. When the divisional boards were done away with, we looked at what type of local control can go to the district education authority.	>       >         >
I think that the authorities and responsibilities that we have put into place for DEAs are significant. It's short of making them an individual little school board in each of their communities, but we know that that is not fiscally responsible. We also know that for consistency's sake and for quality's sake, this is not doable.	CL <sup>®</sup> At <sup>®</sup> APA <sup>®</sup> Acad <sup>4</sup> 565 Jac <sup>-C</sup> Δ <sup>e</sup> σd <sup>®</sup> Jcat <sup>8</sup> D <sup>®</sup> J <sup>®</sup> Acad <sup>4</sup> A <sup>®</sup> P <sup>4</sup> D <sup>2</sup> A <sup>®</sup> D <sup>2</sup> A <sup>®</sup> D <sup>2</sup> A <sup>®</sup> D <sup>2</sup> A <sup>®</sup> A <sup>®</sup> D <sup>2</sup> A <sup>®</sup>
In our written submission, there are a lot of areas where we have recommended change for those authorities to go directly to the Minister, who would, in turn, provide directives, which would ensure consistency across Nunavut, accountability, and a way to measure. In	ርΔL ጋσታናበ°σ ርካਰምሁ ϷናϷϷ៸ናϷʹϲͺϲ·Ͻ· ϤϽϲ·ϭͰϧϭ· Ϥ៸ϞኦኈርϷናdታናበ°σ ርካdϤ ຼ໑ͼϲ· Δϲ°σϤʹͽϽϲͺϞʹϒ·ϚͼϤΓϭʹͽ ΓϭʹϹͺϳʹϷ·ϹʹͻႶ Ϸ៸ϭ· ϤϽͺͺϤʹϷϭϤʹLʹͺϳϚϹΔϳϷ ຼ໑ͼ͵ϿϲͺϳΓ ϤϞϔʹʹϭϤʹϛϹͺ ϹΔL°ͼͺϹ·ϧ

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response to that, that's what we're	$\mathcal{D}$
proposing. (interpretation) Thank you,	∆'Y≪ÞĊ™.
Mr. Chairman.	
	<b>Δ•/≪Þር</b> ጭ (ጋኣ፞ትበJና): ናd۶°ዺ广፟፟ <sup>™</sup> , Γኁ ▷▷∧▷. Γኁ
<b>Chairman</b> : Thank you, Ms. Okpik. Ms.	⊲ <sup>₅</sup> ⊆ <sup>ь</sup> b <sup>₅ь</sup> .
Angnakak.	
Ms. Angnakak: Thank you, Mr.	<b>◁ჼႭჼႦჼ</b> (ϽϞϟႶႮჼ): ჼݸ┾ჼႭႠჼჼ, ∆ᡃჄ᠙ϷĊჼჼ. ⊲ჼĽ <u></u>
Chairman. Thank you for your response.	<sup>ና</sup> ժታ°ዉ广 <sup>ኈ</sup>
One of the things I have heard too is that	᠙ᡆ᠌᠌᠌᠌ᠵᡔᡄ᠋ᠴᠣᢛ᠕᠈ᡃᠯ᠋ᡣᡊ᠆ᠴ᠋᠋᠋᠋ᠠ.᠘ᡄ᠋᠋᠈ᡴ ᠴᡆᡄᡃ᠋
in dealing with the finances, some DEAs	᠙᠋ᡄ᠌᠌ᢂᢣᠧ᠋᠋ᠬ᠋ᢣ᠋᠅ᡣᡄ᠂᠋᠋ᢞᡁ᠋᠙᠋ᡃ᠖ᡃᢗ᠋᠋᠋᠁
•	᠙᠋ᠴ᠋ᡔ
have been very late in submitting their financial records and the fact that some	ᢗ᠘᠋᠋᠋᠘᠋᠈᠂᠘ᡔᠧ᠋᠕ᡷ᠋᠆᠕᠕᠋᠋ᠴ᠖᠋ᠴ᠋᠈᠋
	᠄ᡃ᠋ᢣ᠘ᡙ᠘᠂ᡆᠣ᠂᠕᠋᠃ᡗᡔᡗ᠋᠋᠄᠖ᡔ
DEAs approve financial statements	ᢄ᠘᠘ᡨᠣ᠘᠅ᡣᢣᡆᡅ᠂ᡩᡆᢂᡷᢘᢗᠣ᠋ᠺᢌ᠙ᡔᡗᡱ᠋ᢄ᠘᠘
without really knowing what they're	᠆᠆᠆᠆᠆᠆᠆᠆ ᠆᠆᠆
approving. They feel they need to do that	<sup>6</sup> ሪታ°ዉΓັ°, Δ'7<
because if they don't, they're not going to	
get funding for the next year. I would just	
like your view on that. Thank you, Mr.	
Chairman.	<b>Δυ/≪ϷϹ·</b> ͷ(ϽϞϟ∩Ϳϲ); ·ϭͿϧ·ϣϹϷͺͺϹ៶ͺϷͽ∧ϧ
Chairman: Thank you. Ms. Okpik.	
Ms. Okpik (interpretation): Thank you,	
Mr. Chairman. (interpretation). Thank you,	ᡬᢛᠳᢗᢂ᠉᠂ᠺ᠋᠈ᠳ᠘ᠼᡆᢩᡀᢛᠧᢋᠧᢛᠴ᠅ᡁ
think one area that I can say that we have	᠙᠋ᠴᢄᡩᡆᡆ ᡬ᠊ᡄ᠘᠆᠆᠂
done the most assistance with DEAs is on	ᢀ᠋ᠺᠫᢛᠡ᠘ᢣᠣ᠋ᡄ᠋᠕ᡄ᠆ᠳ᠕᠋᠋᠉᠑ᡄᠬᢣᡃᡆ᠋᠋ᡃᢆᢐ᠋᠘ᡃ᠘ᠸ
financial accountability and what their	᠘᠘᠘᠆᠋᠋᠈᠊᠋᠘ᡄ᠋᠄᠘ᠺ᠋᠋᠂ᡬ᠘᠘᠆᠋᠈᠘
role and responsibility is under the FAA	ᠫᡃ᠈᠘᠊ᠯ᠘᠆᠕᠆᠖᠕᠆᠙᠘᠆᠉᠘᠆ᡁ
and the Financial Administration Manual.	᠕᠆᠋᠋᠆ᡏᡐ᠋᠆᠘᠆ᢞ᠋᠆ᡣ
It's to the point where we have	
bookkeepers for them and get our	
requests for proposals for bookkeepers	
for each of the district education	
authorities and then accountants that will	
review their financial statements.	
Our regional ashaal an artistic wards and	
Our regional school operations work very	
closely with them on what their	
accountabilities are. The way we have	Jorysbecorneor deriver contractions and a second
our contribution agreements, for	¢نه۹۶،۲۵۵ که ۲۵۵ که ۲۵۵ که ۲۵۵ که ۲۵۵ که ۲۵۵ ک منابع در ایک ۲۵۵ که
example, the ECE piece, the early	᠘᠆ᡨᠣᡏ᠊ᠳ᠆ᠺᡬᡃᢛᢆ᠋ᠫᠴᡱᡃᡠᠮ. ᢗᢀ᠋ᢆᡄ
childhood piece, may be a dedicated	᠘ᡃ᠋ᢣᠯᢄ᠆ᡄ᠋᠋᠘᠆᠘᠆ᠺ᠆ᢞ᠋᠐
piece where they know that's the only	
money they can spend on. That's one	
area where I feel that we have provided a	

lot of support on. When our district education authority development officers go into the communities after elections, for example, and provide training, DEA members are not mandated to attend that training. That may be the case in some of the areas where DEA members have not shown up for the training.	ርኮ ወዲ፦ ልሮ ማላጭጋር ሲትም ለ
One of the other issues too is the office managers, like I said, where we have provided training for the last two years. There's turnover because we find that as soon as they become competent and able in financial management, they become attractive to another organization within the community. We know that there is turnover.	ϤᡃLϿ በበናჼስ∿ዮና, ϤʹϚʹͿʹϿ ͺͺϒϳʹ϶ ΔϲʹͼϭϤͶ·ͶϟͺϲϚϿϤϚ·ϹͺϹ·ͽϤϤϿ ΔʹჼϧϷϫϪϟ;ϧͶ·ϚͺϤϟʹϷϹͼϿϽϚ, ϹΔͺϷͺϤϟʹ·ϷϽϭ ϷϫϷϟϲͺͺϟ΅ϫϿϭ·ϛͺͺͿ΅ͼ·ͼϿͿϧϿϤͼͺϤϟʹ·ϷϿͼ ΔʹͽϧͼϪϟͽϳϹϽϪͼϫϳϧϲϹϳͳϹͺϼϫϲϲϷʹͺϪϿϤϭͺ ϳϧϷϟϹϿͿ·ϲͺϼͽϧϼ;ϧϲϲʹϧͺϹ
We have worked with the coalition in terms of a consistent job description, but that's not for us to bring it to the next level. It's for that to be brought to its membership to say, "Okay, if we want a consistent job description with a consistent type of pay benefit across the territory, then here are the skills and knowledge that a person must come into," because oftentimes what we're finding is that when they do hire someone within the office, we have to train them right from the start. They're not hired on their knowledge and their capability as to what may be described in the proposed job description that we have.	CΔL ΛϲჀჼႦႶቦՐჃჼႦჾჃჼჼႠႽ ውድርሲΓና Δϲ՞ჾჃჼჂჿჀჾჼჅ ႦჂჼჼႦႶႶ ჼႦႼႱჂႦႶჃჼႦჼჾჃჼჂና ΔL՞Ⴍ ჼႦႼჂჼႦჼႠჼჄႱႱჼႠ ΔჼჼႦႭჂჼჼႶႠჇႶჼ ჃჼႱႱჽ ႺჼႦႦႭჂჼ ሰႠჇ
That's something that's going to be ongoing and consistent, and we're hoping that through the DEA development officers and the systems that we have put in place for financial accountability, the financial accountability will continue to get better and better. (interpretation)	ĊჼჾჃჃ ႭჼჼႦჾႭჂჼჼჂႭჼ ႠႱჼႭ ႦႵჄჄႱႭჼႭჼჾჃჼჂჼჼ ჃჼჂႶႠჼჼႶჽႠႠႠႯჂჂ ჅႭႠჼ ႭႠჼჾჃჼႦჂႠႢႦჼႶჼႠ ለ֎՟ႠჃႫჼႶჼჅჼ ჃႨჼႼႱჂჂ ႠႭჼჃჃ ჃႦႺჼႵႶჁჂႽჼ ႲႭႦႵႠႢႫჼႱჼ ႠႱჼႭ ჄႠ ႦႵჄჄႱႭჼႭჼჾჃჼჂჼჼ ለႦჄ֎՟ႠჃჂႭჼႭჼჂჂ (ჂჂႦႶჂჇႦჼჼჂჼჼ

Thank you, Mr. Chairman.	<sup>ﻧ</sup> dᢣ <sup>ᢩ</sup> ݠᡬᡃ, ᠘ᡃᢣ᠙᠋ᠵᢗ <sup>᠄</sup>
Chairman: Thank you. Ms. Angnakak.	<b>∆ﻩ୵≪⊳⊂ናゅ</b> (ϽϞᢣ∩Jና): ናਰᢣ៓៝៓៝៰៸៓៰. ୮៶ ⊲ናႭႱႦና₀.
<b>Ms. Angnakak</b> : Thank you, Mr. Speaker. Thank you for your response. Can you tell me what has been your interaction or relationship with the coalition of DEAs? Thank you, Mr. Chairman.	<b>ፋናዹゃь੶</b> (ጋኣኦበJና): ናdኦ°ዺ广፟ <sup>®</sup> , ኦናቴና <sup>®</sup> ሰ. ላዛሬጋ ናdኦ° ፈ፫ <sup>®</sup> የኦሀልና. ኦናቴኦበJ° ፈ <sup>®</sup> ለኈሁ ናቴወናሮ ለናቴበናቴናቴናር <sup>®</sup> ለፖ ርካታሌ ለሮኪናቴበናቴ <sup>®</sup> በቦልፖ ወዉጶዛር ልሮ° σላ <sup>®</sup> ጋሮኪσናጋና ቴጋንኦናቴበሰታ <sup>®</sup> ? ናdኦ° ዉ፫ <sup>®</sup> , Δዛፖ«ኦር <sup>®</sup> .
Chairman: Thank you. Ms. Okpik.	<b>Δ•/ペÞርናゅ</b> (ጋኣኦበJና): ናਰታ°உ广ঁ <sup>6</sup> . Γ <sup>、</sup> Ϸ•ለ <sub>៓</sub> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) We do have a DEA development coordinator that liaises directly with the executive director of the coalition. We do have a structured reporting relationship as well where our Assistant Deputy Minister meets with them. They advocate on behalf of district education authorities. We know that we're not always going to agree, so we work very hard to try to come to consensus with the coalition and we do provide funding for the coalition.	<b>Ϸ</b> <sup>h</sup> Λ <sup>b</sup> : <sup>s</sup> db <sup>a</sup> Δ <sup>b</sup> d
We have been involved with them on several projects. Most recently, which we will provide to the Committee, is a new manual. It is a plain-language guide to the regulations that really outlines roles and responsibilities for DEAs and the Department of Education. That manual has gone live. That's one piece of work that we're happy to have worked on with them. The other piece is the parental engagement document that we have jointly published. Those are a couple of areas, but again, we don't always see eye to eye in the work that we do. (interpretation) Thank you, Mr. Chairman.	CΔL ŰႭĹ <sup>*</sup> ህϲϷ <sup>55</sup> Δ b∩L <sup>2</sup> ς <sup>2</sup> , <sup>25</sup> L <sup>-</sup> <sup>6</sup> C <sup>4</sup> <sup>5</sup> <sup>5</sup> C <sup>5</sup> ΔL° <sub>2</sub> ϽΡ <sup>2</sup> <sub>2</sub> Δ <sup>-</sup> <sup>6</sup> σ <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> ΔL° <sub>2</sub> ϽΡ <sup>2</sup> <sub>2</sub> <sup>5</sup> <sup>6</sup> Λ <sup>-</sup> <sub>2</sub> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ•/ペϷርና•</b> (ጋኣትበJና): <sup>ና</sup> dታ°ฉ广•, Γ <sup>、</sup> Ϸ•ለ•. Γ <sup>、</sup> ⊲ና企 <sup>ͺ</sup> ϧ <sup>-</sup>

<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thank you for your answer. I think I'll save my other questions around that for when the coalition comes before us.	<b>ፈናዹፇbጭ</b> (ጋኣ፞ትበJና): ናਰታ°உ广ঁං, Δዮፖ≪Ϸርጭ ላዛሬጋ ናਰታ°ዉ广ံ፡ ዸ፟ዾሁልና. ር፟°ዉ ላለጭਰበቦσላጭርና የኄነ፦ርናጋና. bጋንትናbበሶና ኣጭየፖሬርጭ<ር ኣጭየσላናካਰ.
I would like to go on a little bit. It sort of refers to page 8 of your submission. I mean it makes reference to it. The department has been reviewing the current curriculum and has said that changes are needed in order to deliver a better education that's expected. How much input do schools and their staff have with the decisions being made in this area? Thank you, Mr. Chairman.	실ሀርናΓሁL ϷኘϷኦ/ኘႦჼኑጋΓኑ 8-Γ ር፟፞፝፝፝፝ ዮኘϷኦተሊቦዻና፝፝፝፝ሁ፝፝፝፝፝፝፝፝፝፝ ሁ፝፝፝፝፝ ሁ፟፝፝፝ ነዋΓናንተĽ፝፞፝፝፝፝ LC Δ፝፝፝፝፝
<b>Chairman</b> : Thank you, Ms. Angnakak. So you're speaking specifically to the CSFN French language minority rights curriculum? Oh, in the opening comments, okay. Sorry. Ms. Okpik.	<b>Δ•/≪ϷϹ·</b> • (ጋኣ̀ኑ∩Jና): ኀd৮°உ广ঁ <sup>৮</sup> , ⊲ኁ፞፞ዹ <sup>៲</sup> ፟፟፟፟፟ Ċ <sup>ֈ</sup> d౨°ບ ⊲Δል፟ <sup>ֈ</sup> ժና bϽንኑኄD/ሰ°ຼ໑ና ϷናႦኈለና? LጋΔ <sup>ւ</sup> νነጚ∩σ, LΓ⊲ሷኈ. Γነ Ϸ <sup>៲</sup> ለ <sup>ϧ</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I wasn't sure if you were talking about our submission or our opening comments.	<b>ዾ•ለ•</b> : 'dᢣ°ዺቮ፞፞፟ <sup>ኴ</sup> , ᠘ᡃᠡᠯ᠙ኦርኈ. (ጋኣኦበህና) 'dᢣ°ዺቮ፞ ዺጏሮኦኈbናርናL በበናኈተLኆ ጋσኈbኦኦናበ°ഛ ኦ°ኆጏ°፞፞፞፞፞ኇ ጶኄኦፖሊኈ፞፝፝፝፝፝ኯዾኯፚ.
With respect to curriculum, the Minister has that authority to approve the curriculum. Right now that responsibility already lies with the Minister, but there are provisions for local programming for district education authorities. (interpretation) Thank you, Mr. Chairman.	ርΔ២៨ ᠘Ლᢪᠳᠺᠺᡃᡲᡲᡳᠺ᠋ᡪ᠋᠘᠋ᠺ᠋ᠺᡷ᠋᠕ᡷᡲᠺ᠋ᡗᠻ᠋ᠴᡗᠻ ᡬᢪᡆ ᡏᠦᡃᢗ ᡬ᠙ᡘᡏ᠌᠌ᡷᠾ᠕ᡔ᠋ᡕ᠋ᡘᠯᢑᡃ᠑᠅. ᢗ᠘᠘᠘ᡃ᠋᠘ᡩ᠙᠋ ᡩ᠉᠋᠋ᢪᡟ᠘ᡤ᠉ᠫ᠅. ᡏᠦᡃᢗᢂ᠋᠋᠋ᢄ᠘ᡗᡤ᠅ᢗ᠋᠅᠋᠘᠙ᡏᡐᠦ ᠴᡆᡄᢪᠦᢗᢂ᠋᠘᠋᠋᠋᠋᠋ᠴ᠋ᢄᡩᠣᡘ᠋᠋᠅᠘ᡗᡤ᠅ᠧᡅ᠋ ᠕ᡔ᠋ᡅᠺ᠋᠋᠋᠋᠋᠋ᠺ᠆ᢤ᠘ᢗᠴᡆᡄᡃᡄ᠘᠋᠋ᡄᢪᠳᡘ᠉ᠫᠧᡅᡷᡃ᠋ᠺᡗ (ᠫ᠋᠋᠋᠋ᡬᢣᠬ᠋᠋ᡁᠯᢪ᠋ᡠ᠉ᠫ᠋᠉᠂ᢅᡁᡰᢞᡆᡏᡃ᠋᠉᠋᠘ᡟ᠙ᢂᢗ᠅.
Chairman: Ms. Angnakak.	<b>⅃ℽ⅄ℴ⊳ℂ</b> ℯ (ϽϳʹϧϒͶϽϲ): ͼϥϧͼͲϳϧ· Ϲ <sub>ϯ</sub> ⊲ͼͲϼ <sub>ͼ</sub> Ϸ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Actually, for my other question I have that. That was my mistake, I'm sorry.	<b>Ϥ·ϤϷϧ·Ϸ</b> (ϽϟϞͶͿϲ): ·ͼͿϞͼϫϹϷ, ϪϷϒϘϷϹ·ͽ. Ϫ, ϤΛ·ͽϐͶϹͽϷϷϞϭ Ϲ <sup>៲</sup> ͺϹ·ϚϹ Ϸ·ͿϤʹͽʹͽͺ
I want to go on about curriculum because	ርኮሰላ ላለንትም፦ ላርግው የሆኑት የሆኖ

I think it has a real impact on schools, teachers, and students especially. Changing curriculum will mean making changes in regard to programs, obviously. When you make changes to programs, you need to find the resources to accommodate those changes. How will the department support teachers and DEAs in dealing with these kinds of changes? Thank you, Mr. Chairman.	Φ'ΟΔ'L' ω Δ' Δ Δ' Δ Δ'
Chairman: Thank you. Ms. Okpik.	<b>Δ•거≪ϷϹ·</b> • (ጋኣ̀≻∩Jና): ·dᢣ°Ⴍ广҆ <sup>ϧ</sup> . Γ <sup>、</sup> Ϸ⁵∧ϧ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) With respect to curriculum, we have adopted and adapted curriculum again from Alberta and the Northwest Territories. Of course, the first thing is to ensure that school staff is aware of curriculum that is being introduced.	<b>&gt;</b> • <b>Λ</b> •: id> id> • <b>Λ</b> •: id • <b>Λ</b> •: i
For better clarity, I would ask my Assistant Deputy Minister to respond to the question. (interpretation) Thank you, Mr. Chairman.	ር፟፟፝፝፝፝፝ኇዹ ጋ፝ዮሮና, ሏዽ፟ ሏb፞፞፞፝፝፝፝ፚኯኯኯኯ ጋየታዹ፨ታ፟፟፟፟፟፟፟፟፟፟፟ፘ፟፟ኇዻ፧፟፝፞፝፝፝፝ዸ፞ ነd፟፟፟፝፝ኇዹኵ፟, ፚ፞፞ኯ፞፞፝ጞ፝፝፝፝፝፝፝፝ዾፘዀ
Chairman: Mr. MacDonald.	
<b>Mr. MacDonald</b> : Thank you, Mr. Chairman. With respect to curriculum, one of the issues that we see is terminology and ensuring that people understand what we refer to as curriculum. As a department, we see curriculum as educational outcomes that we would like our students to be able to achieve, whether it's knowledge, skills, or abilities. That's quite different from resources or other materials that are there for teachers and other school staff to use to support the learning of those outcomes.	<b>Δ•/«ϷϹ·</b> • (ϽϞϷΛͿϚ): ·ϭͿϷ·ϫͺΓ·、Γ·Ϲ ͺϷϲʹͺϼϚ. <b>L•ϹͺϼϚ</b> (ϽϞϷΛͿϚ): ·ϭͿϷ·ͽͺϹϷϧͺΔϷϒϘϷϹͼϧ. ΔϹ· <sup>ͼ</sup> σϤϨͶϧϲϷͼϭͼϧ Λ <sup>*</sup> ϟͶΓ·ʹϿͿ, Ϲϭ·ϧϲϹͼϧϲ ϤϽͼϧϲϹͼϧϲ Δϲͼ Δϲϧͼϧϲ Δϲ Δϲ <sup>-</sup> σϤͼ σ Δ
When it comes to curriculum, we have curriculum that has been approved by the	ຝ, Δლ°σ⊲?በ⁵ጓና ርΔ⁵d⊲

Minister, whether it has been adopted from other jurisdictions, for example, whether that be NWT or Alberta predominantly or whether it has been designed and developed here in Nunavut by our department staff over the years. In all cases, that is established and that is an expectation of what we would hope our students to be able to learn at a given grade and in a strand or a subject area.	Γσ'CJ' Ϥ <sup></sup> '\ <sup>6</sup> 'CP/L <sup>4</sup> ' ϤϽ <sup>5</sup> b <sup>2</sup> C <sup>16</sup> C <sup>9</sup> ' <sup>2</sup> ΛJ/L <sup>5</sup> <sup>9</sup> Δα <sup>2</sup> Λ <sup>4</sup> Γ <sup>5</sup> , Ϥ <sup>5</sup> <sup>5</sup> CΓ <sup>-</sup> Δ <sup>2</sup> σ <sup>4</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> P <sup>4</sup> <sup>6</sup> C <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>5</sup> , C <sup>5</sup> <sup>6</sup> d <sup>4</sup> Δα <sup>9</sup> <sup>4</sup> Γ <sup>4</sup> C <sup>6</sup> <sup>6</sup> Λ <sup>2</sup> C <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> L <sup>2</sup> Cd <sup>6</sup> α <sup>5</sup> Δ <sup>6</sup> <sup>5</sup> <sup>7</sup> <sup>5</sup> CL <sup>6</sup> α <sup>4</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> L <sup>2</sup> CΔ <sup>5</sup> d <sup>4</sup> ΔC <sup>6</sup> σ <sup>4</sup> P <sup>1</sup> <sup>5</sup> <sup>4</sup> <sup>5</sup> <sup>6</sup> <sup>4</sup> <sup>2</sup> <sup>5</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>1</sup> <sup>2</sup> <sup>5</sup> <sup>5</sup>
I think, when it comes to the resources, that is where there are areas where there needs to be further development. When we need new resources to support our teachers or educators, we need to do work that involves informing them about those new resources, providing support to them about how best to implement them in the classroom, and how to implement them in their community because sometimes certain resources or units, there needs to be sensitivity training on those issues or there needs to be a recognition that a DEA may want that delivered in a different way.	Δbᢣᡃ᠋᠉ᡣᢗ᠋ᢆᡣ᠋᠌ᢗᡆ᠋ᡝᡃ᠋bᡬᢌᡃᠾᢗ ᠫᢣ᠌ᢂ᠋ᡗ᠋ᠬᡆ᠉ᡣᢁᢅ᠘ᡃᢑᢗ᠉ᢗ᠀᠂᠘ᡃ ᡏ ᢒᡃᢑᢗ᠋ᡩ᠋ᢦ᠋᠋᠋᠃ᡁᡭᡃ᠅ᠬᡳ᠋᠕ᡃ᠘ᠴ ᠯ ᡔ᠋᠋ᢑ᠋ᡊᠺᢂᡩᡊᡆ᠋᠕᠋᠘ ᠘᠋ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘ ᠘
I think that by and large, it's information, it's training, and I think that probably gets to the heart of your question. Thank you, Mr. Chairman.	₽⊳ঋኣ⊳୭∿Ს ⊲∧ኈᲫ∩ኈຼ໑ና. ՙᲫ৮°உ广ঁ৽, ∆৸∕≪⊳ርኈ.
<b>Chairman</b> : Thank you, Mr. MacDonald. Ms. Angnakak.	<b>Δ•/ኆϷϹና•</b> (ጋኣትበJና): ናਰአ°ዺ广•, L•Ċ_໑ና. ୮ኣ ⊲ናଦ•bና•.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thank you for that response. There are a lot of challenges, I think, when it comes to having the resources. We have often heard that.	<b>ፋናዹ৽bና</b> • (ጋኣትበJና): ናਰኦ°ഫ广ኑ, ΔኮፖペϷርና፦. ላዛሬጋ ናਰኦ°ഫ广፦ ዖϷႱልና. Ճ, ለኦናσ°°ቦናኃበንጋታሎኣϷፈጭ ኣዉናንበኈኣΔና ርΔኮਰ⊲ ላፐႱጋ⊲ናσ°ቦ°ጔና. ጋኣናႦናርጭፖLሁናበJና.
I want to just go on a little bit more about the education system and I'm going to get into a question about graduation and kind of follow up with what my colleague, Mr. Savikataaq, was asking.	ଙ՟⊏ϷՈჼbʰbᢪϖʔLჼŀbϷ⊀ჼႱ ᠘Ლᢪᠣᡏ᠋ᠮᠥᡅᠸᠥϷ≦ ℾᡰ᠋ᢆᡪᠴᡗ᠂ᡏᡘᡥᡆᡣᡗᠦᡆᡅᢩ᠆ᠴᡗᠻ᠂ᢗ᠘ᡟᡆᡆ ᠕ᢣᡅ᠄ᡟᢞᠧᠯ᠋ᢠᡄᢗᡃ᠉᠌ᠫᡕ᠋ᡪ᠂ᢣ᠋ᠺᢐᡶᡠ ᡏ᠕ᠮ᠈ᡆᡣᡗᢛ᠋ᡖᢂᢣᡷᡁᠴᡗ᠂ᢂ᠘᠘᠘ᢡᡅ᠄ᡅ

We have all seen the realities of our education system. We've had some pretty poor results. I think that has been a concern by many Nunavummiut. How does the department go about getting communities and parents more involved and to share in the responsibility and accountability in addressing the challenges that include low graduation rates, language of instruction, and improving attendance? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I say that as a system too, we have celebrated many successes. We have gone from our first Inuk veterinarian, we've had two masters in education programs, we've had a law program, we have a nursing program, and a teacher education program that are sustained. I think we see a higher number of graduates more than ever that are accessing college and postsecondary education. I think I would like to say that it's not all bad and it's not all negative.

I think, that being said, this is where our DEAs really need to come in and be our support and be our champions at the community level. I think they're integral in making sure they're addressing the issues and challenges of their particular community. I think it's absolutely key that we continue to work with the district education authorities and that we fund them like we do for funding for positive school environments, attendance programs, culture programs, and elder programs, to name a few. **Δ•/<>Cና•** (ጋኻኦ∩J<sup>c</sup>): ናਰኦ°ႭႠႦ, Ⴀჼ ⊲ናႭႦႪ. Ⴀჼ ▷▷∧Ⴆ.

 $C\Delta L\Delta c^{*b} b P h^{c} 2^{b} U C^{q} Da c^{b} T$   $\Delta c^{a} \sigma 4^{5} D c h^{c} b h L h^{p} C$   $\Delta b 4^{50} h^{p} h a^{5} b a^{c} D a^{b} L C$   $\Delta c h^{p} b^{5} b C^{b} c h^{q} c^{b} 4^{b} L$  $\delta b^{5} D h^{5} b C^{5} D^{c} C b^{d} 4^{b} d^{b} c^{b} C^{b} C^{b} C^{b} C^{b} C^{b} d^{d} d^{b} d^{$  Re-engaging parents back into our education system is key. I've had the privilege of attending so many graduations and the first thing that I hear from graduates is "Thank you, mom and dad" and that they wouldn't have been able to get to that point without involvement from their parents. I think it's very imperative that the Department of Education, at headquarters level, the school level, and principals and teachers work very closely with parents and the district education authority in having students and children come to school.

The determinant of success is coming to school. We see with our attendance, one of our biggest issues and our biggest barriers that impede students' success is not coming to school. It's not okay to miss one day of school a week, for example. That has a huge detriment to students' success. I think that working with DEAs is key. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. I would just like to ask Members to make note of the clock. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. I have one last question for this. What is the view of the department in changing the way that students get their diploma? Can we find other ways to ensure that graduates can actually read and write Inuktitut and English proficiently? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Absolutely, I think there are ways we can look at it. I think that this government has

Δ~\\*D`dN~ CΔbdd Δ\_DNbb~GA'bCfF> C~\_\_\_\_\_\_ Λ'4di\_\_\_\_ Δ\_b~\_\_ Δ\_b~\_\_ Δ\_b~\_\_ Δ\_b~\_ 

**Δ<sup>6</sup>/ «ϷϹ<sup>ና</sup>**<sup>6</sup> (Ͻ<sup>ϳ</sup>, Ϸ∩Ϳ<sup>ς</sup>): <sup>ና</sup> dϞ<sup>e</sup> α.Γ<sup>i</sup><sup>6</sup>, Γ<sup>i</sup> Ϸ<sup>6</sup>Λ<sup>b</sup>. CΔ<sup>e</sup> α. <sup>λ</sup><sup>6</sup><sup>e</sup> <sup>3</sup> ປ<sup>5</sup><sup>6</sup> Cd<sup>e</sup> α.Π ασα<sup>6</sup><sup>6</sup> < <sup>λ</sup><sup>6</sup><sup>6</sup> <sup>5</sup> d<sup>i</sup> ά.<sup>6</sup><sup>6</sup> <sup>4</sup> <sup>4</sup> α.<sup>6</sup><sup>6</sup>.

**ϤʹϤϷϐʹ**<sup>®</sup> (ϽʹϞϟϹͿϤʹ): ʹͼͿϟͽͺϤϹϷ, ΔʹϞϨϘϷϹʹϷ. ϷʹϞͿʹϲʹϷʹϚʹϭϭϥϲʹϷϽͽͺυ. Δϲ·ϐϭϭͿͽϽϲͺϧϷͼͿϲ ʹϷϿʹϷ ΔϲͿϹϒͽʹϷʹϚ, Δϲ·ϞʹϷʹϹϭͼͿϭ ϭΔϚʹϹʹϐϲϹʹϤϹ Δϲϲ·ϚϦϞϚϞϾ. ʹϷϿʹϷ ʹϷϿΔϿϷϐ·ϭϿϿͼϿϷʹϘϹΔϷϭϤ ΔϲϲϲϹϯͼ ΔϿϲϽϽϛ ʹϐϲϿͼʹϹϽͻϿϷʹϐϷͿϹϲͿͽͼϹͿϭϳͽϽ ϹͶϚϿͼϥϹͿϛͽϲϳϲϧͺϪͼϲϘϷϲͼ.

**Δ•/<>רי** (ጋኻ≻∩J<sup>c</sup>): ናਰ≻° ႭႠჾ, רי ⊲ናႭჾႱႽჾ. רי ⊳ሌ∿.

▶•∧•: 'dን°ฉ广், ∆ካረ≪▷ርጐ. (ጋኣኦ∩Jና) የኴጔኈጏ፟ንበቦንጏንን°፞፞፞ዹዀርቃና ርL°ฉ, ▷d⊲ し≪Lካሪና

demonstrated that education is its number one priority with the new additional investments that we're getting into our schools of 49 additional teaching positions. For example, 43 of them will be literacy coaches.	۹ ـ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵
I think that when we look at success, another big factor is literacy, knowing how to read and write in Inuktitut and English. Supports to schools, supports to regional school operations, our dedication to reading assessments, for example, knowing where that child is and what reading level they're at, I think, will significantly change our school system for the better. (interpretation) Thank you, Mr. Chairman.	ΔϿ·ΠϽ· ·Ϸ·ϿάΠϽ·Ͽ Ϸ·Ϸ·ͰϲͺͿ·ͺϥͺ·ϿΠ Ϸ·ϷϲͺϳϨ··ͺϥ·ϿͺϹϲ·ͼϭϥ·;ϫ ΔϷ;ͼϹϷͶϥͼ϶ͺϹͺϤ·ϹϿͺϤϗϲϽͼϧϒ;ͼͺϤ·ϹϿ ϤϧͺϲϧͺϒϲͺϤϲϽ Ϥϫͺϲϧͺϒϲ ϤϲϿ Ϥ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairman</b> : Thank you. Mr. Mikkungwak.	<b>Δ•/ペϷር</b> ኈ (ጋኣኦበሀ <sup>ϲ</sup> ): <sup>ና</sup> dኦ°൨广҆. ୮ <sup>៶</sup> ር ୮ዖ°ኄປ⊲ኈ.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. I'll refer to your submitted documents here. The first one that I'm looking at is section 123.	<b>୮ዖ°ኄJላኈ</b> (ጋኣትበJና): የਰት°ዺቮካ, Δነፖペኦርጐ. ኦਰ⊲ በበኈዞና ጋ°σኈਰበቦተĽኦበና ርਰቦ⊲ናጔቦና, ር°ዺ ґ୬՟ሮኈሩናኈ ርਰ°ዹኈርና 123-୮ ፟፞ዹኣኦበሮካ.
Your submission suggests amending the <i>Education Act</i> to remove section 123, which establishes a student-educator ratio and implies that as a result, students will benefit from consistent, continuous staffing in the school. However, it is clear from recent stories in the media that the department's current method of tracking enrolment and attendance is having a major impact on staffing levels in Nunavut's schools despite current student-educator ratio requirements.	CΔ <sup>6</sup> d4 ΛΛϚΔΡ <sup>56</sup> CΛ <sup>6</sup> Ρ <sup>5</sup> δ <sup>56</sup> γL <sup>96</sup> Δ <sup>-e</sup> σ <sup>4</sup> <sup>50</sup> C <sup>2</sup> α <sup>5</sup> J <sup>6</sup> Λ <sup>5</sup> d <sup>5</sup> <sup>5</sup> 4 <sup>4</sup> <sup>50</sup> ἀ <sup>56</sup> PΓ4 <sup>56</sup> C <sup>5</sup> d <sup>5</sup> J 123, Λ <sup>56</sup> C <sup>5</sup> d <sup>5</sup> J <sup>56</sup> <sup>56</sup> γL <sup>46</sup> Δ <sup>-5</sup> <sup>66</sup> Δ <sup>-5</sup> Δ <sup>5</sup> J 123, Λ <sup>56</sup> C <sup>5</sup> d <sup>5</sup> ΔL <sup>6</sup> Δ <sup>-5</sup> <sup>66</sup> Δ <sup>-5</sup> Δ <sup>5</sup> J 23, Λ <sup>56</sup> C <sup>5</sup> d <sup>5</sup> ΔL <sup>6</sup> Δ <sup>-5</sup> <sup>66</sup> Δ <sup>-5</sup> Δ <sup>5</sup> Δ <sup>5</sup> J Δ <sup>-5</sup> Δ <sup>5</sup> Δ <sup>5</sup> Δ <sup>56</sup> PΓ4 <sup>56</sup> C
If the Act is amended to remove the student-educator ratio, how can parents and students be assured that school staffing will be consistent and continuous? Thank you, Mr. Chairman.	ርግ ለካታንጓላ፣ ላ፣፣ሥነላ፣ሮኦሩና ርግፈጋ ለምርዮኇጭና, የክወናር ልርጎምጋየብበትና ልሮግማሳምጋናጋ ዉጋዉልምፖልዮኆዉσላምሩር የዮፖዮበየዮናቢላየክσፋየኒጐር ልርጎልት ላርዮፖም? የժምዉጦ, ልየፖኖዮርም.

Chairman: Thank you. Ms. Okpik.	<b>Δ⊳/≪ϷϹ</b> ℠ (ϽϞϞႶͿϲ): ·ϭͿϧͼϫϹϳͽ. Γ៶ ⊳⊳∧ϧ.
<b>Ms. Okpik</b> : (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, we are in agreement that the student- educator ratio doesn't address our student needs and our program needs. The student-educator ratio assumes that all schools have the same needs regardless of its student population and this is not the case. The other issue that we've had and we've seen it this year is the student- educator ratio can cause large fluctuations in staffing and therefore have an impact on programming at the community level. What we are doing is we're actually, right now, looking at researching alternative teacher allocation models and methods, and again, to keep in mind stability that allows for the delivery of more effective programming. (interpretation) Thank you, Mr. Chairman.	<b>ϷΛν</b> : <sup>5</sup> db <sup>2</sup> a f <sup>5</sup> , Δ <sup>5</sup> /QÞĆ <sup>5</sup> . (Ͻ <sup>1</sup> , Λ), d <sup>5</sup> /P <sup>5</sup> b/P <sup>5</sup> b a <sup>5</sup> σ <sup>5</sup> /P <sup>6</sup> CAL <sup>6</sup> a <sup>5</sup> d <sup>5</sup> /P <sup>6</sup> CP <sup>7</sup> L <sup>9<sup>5</sup></sup> A <sup>6</sup> <sup>6</sup> σ <sup>4</sup> P <sup>10</sup> <sup>5</sup> A <sup>6</sup> CA <sup>5</sup> d <sup>4</sup> d <sup>2</sup> A <sup>4</sup> b <sup>5</sup> C <sup>9</sup> C <sup>2</sup> A <sup>4</sup> /P <sup>6</sup> A <sup>6</sup> <sup>5</sup> σ <sup>4</sup> P <sup>10</sup> <sup>5</sup> A <sup>6</sup> CA <sup>5</sup> d <sup>4</sup> d <sup>2</sup> A <sup>4</sup> b <sup>5</sup> C <sup>9</sup> C <sup>2</sup> A <sup>4</sup> /P <sup>10</sup> A <sup>6</sup> <sup>5</sup> 0 <sup>5</sup> /P <sup>10</sup> <sup>5</sup> d <sup>2</sup> Da <sup>5</sup> b <sup>5</sup> cA <sup>10</sup> A <sup>4</sup> C <sup>10</sup> b a <sup>5</sup> σ <sup>5</sup> /P <sup>10</sup> C <sup>10</sup> d <sup>2</sup> Da <sup>5</sup> b <sup>2</sup> <sup>6</sup> a <sup>5</sup> D <sup>5</sup> A <sup>2</sup> C <sup>10</sup> A <sup>2</sup> /P <sup>10</sup> <sup>5</sup> b <sup>3</sup> /P <sup>10</sup> d <sup>5</sup> L <sup>5</sup> <sup>10</sup> /P <sup>10</sup> d <sup>2</sup> Da <sup>5</sup> b <sup>2</sup> <sup>6</sup> a <sup>5</sup> D <sup>5</sup> D <sup>2</sup> Lda <sup>5</sup> b A <sup>6</sup> <sup>6</sup> σ <sup>4</sup> P <sup>10</sup> <sup>5</sup> C <sup>4</sup> A <sup>1</sup> A <sup>2</sup> A <sup>2</sup> C <sup>5</sup> D <sup>10</sup> A <sup>2</sup> L <sup>10</sup> D <sup>16</sup> A <sup>6</sup> <sup>6</sup> σ <sup>4</sup> P <sup>10</sup> <sup>5</sup> /P <sup>10</sup> d <sup>4</sup> b <sup>2</sup> /Aa <sup>2</sup> C <sup>5</sup> D <sup>10</sup> A <sup>2</sup> L <sup>10</sup> D <sup>16</sup> A <sup>6</sup> <sup>6</sup> σ <sup>4</sup> <sup>5</sup> C <sup>40</sup> C <sup>5</sup> C <sup>40</sup> <sup>5</sup> ( <sup>10</sup> ) <sup>1</sup> d <sup>5</sup> <sup>6</sup> a <sup>15</sup> , Δ <sup>1</sup> A <sup>4</sup> Q <sup>10</sup> C <sup>5</sup> .
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Mikkungwak.	<b>Δ•/ペレርና•</b> (ጋኣኦበJ <sup>ϲ</sup> ): <sup>ና</sup> d৮°ฉ广•, Γ <sup>、</sup> Ϸ•ለ•. Γ <sup>、</sup> Ϲ Γዖ°°ህ⊲ና•.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. Thank you for the response. I guess the ultimate reason why I am asking this question is that when we were doing our tours on communities, there were some individuals that had just completed high school, but wanted to further their studies in academic studies, that we see as gifted students. When you look at amendments or removing section 123, how would that help the gifted students across the territory who currently are facing, I guess in better words, a lack of staff to meet the academic studies that they require? Thank you, Mr. Chairman.	ΓΡ° ϞͿϤʹϷ (ϽϞϞΛͿϚ): ʹϭͿϒͽϥϮͽ, ΔϷϒϘϷϹʹϷ ϤϤͺͻ ʹϭͿϒͽϥϮ·ͺͻ ϹϹͽͺ ΡϷυϞϭ. ϹϹͽͺ ϤΛʹϷϭͶϚͺͻϤϫʹϞͿϤʹϷϹϚͺϼͼϲͼʹϼϚ >ϲϚʹϷϚʹϲϤϚʹͻϹ ΔϲͺʹϔϚϷϭϤ ΔϼΔϚ ΛϞʹͼϷϒϲͳϭϷϧͻϚ ΔϲͺʹϔϚϷϭϲϷ 12-ΓϷ ʹϭϤϚϼϭͽϞϼϚ ΔϲͼϭϤϲϤϒͰͺϚϲͿϲϷϾϘϚ ϲͿϤ ΔϲϧϚΔʹ;ϞϤʹϷϽϚ. ϹϷͿϤ Ϲϲϧ ϤϫϷϒϤϹϷϭϥʹϷϚϚ 123-ͻ ϪʹϷϹϷϭϚϚ, ʹϐϼͼϷ ϹΔϷͿϤ ΔϲϧϚΔϚϽϤϿΔϚ ΔϷ;ϞϾϹϷͼϷͼϭϥϭ϶ϚϚ ϼͼͺϿͱΓϷϹϪϚ, Ϲͽϥ ϤϷϷͼʹϒϲϷϒͰϔϲͼϿ ϤϞϹͺͻ ΔϲʹϽϹϭʹϒϚ; ʹϐͿϷͼͺϷ, ΔϷϒϘϷϹʹϷ.
<b>Chairman</b> : Thank you, Mr. Mikkungwak. I think there is a link in the	<b>Δ•/ペϷር</b> ጭ (ጋኣትበህና): ናdታ°ฉ广ঁ <sup>6</sup> , Γ <sup>、</sup> ር Γዖ°ъป⊲ጭ.

SER to the inclusive education to find out if there's a way to complement both those factors. Ms. Okpik.	Ϸ៰ͺϷ·ϭϲͺϳϚϪϲϷϺϹϷϭʹ·Ϲ·ͽʹ·ႱϞͳϼϙ ϭ·ϲϷϺʹϧͽϚ·ϲϪͱͿϚͺΓʹϷͽͶͱ
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) What you are describing would be part of our inclusive education model. I think, by getting away from a student-educator ratio, it may move us forward to a model where the Minister actually sets a program standard, for example. If we start at the basis of a certain program standard, then that would impact the funding model. (interpretation) Thank you, Mr. Chairman.	<b>Ϸ·</b> Λ <b>・</b> : <sup>5</sup> db <sup>2</sup> a f <sup>b</sup> , Δ <sup>b</sup> / «ϷĊ <sup>5</sup> . (Ͻ <sup>5</sup> , <sup>λ</sup> ηJ <sup>5</sup> ). Ċ <sup>2</sup> a <sup>5</sup> b <sup>2</sup> Λ <sub>2</sub> <sup>λ</sup> Δ <sup>c</sup> CLϽJ <sup>5</sup> b Δ <sub>c</sub> <sup>λ</sup> Δ <sup>c</sup> <sup>1</sup> <sup>λ</sup> <sup>λ</sup> <sup>1</sup> <sup>λ</sup> <sup>λ</sup> <sup>4</sup> CD <sub>4</sub> <sup>5</sup> <sup>δ</sup> <sup>λ</sup> <sup>λ</sup> <sup>1</sup> <sup>λ</sup> <sup>λ</sup> <sup>4</sup> CD <sub>4</sub> <sup>1</sup> <sup>λ</sup> <sup>λ</sup> <sup>1</sup> <sup>λ</sup> <sup>λ</sup> <sup>4</sup> Δ <sub>c</sub> <sup>1</sup> <sup>λ</sup> <sup>1</sup> <sup>λ</sup> <sup>λ</sup> <sup>1</sup> <sup>λ</sup> <sup>λ</sup> <sup>4</sup> <sup>λ</sup> <sup>1</sup> <sup>λ</sup> <sup>λ</sup> <sup>λ</sup> <sup>λ</sup> <sup>λ</sup> <sup>4</sup> <sup>λ</sup> <sup>λ</sup> <sup>λ</sup> <sup>λ</sup> <sup>λ</sup> <sup>λ</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Mikkungwak.	<b>Δ•/ペϷϹና•</b> (ጋኣትበJ <sup>ϲ</sup> ): 'd৮°Ⴍ广•, Γ' Ϸ•ለ•. Γ'Ϲ ΓΡ°°ህ⊲ና•.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. With that, some communities have a selected model which does not reflect the gifted students who want to further their academic studies. As a department, what changes would you see or do you feel are needed in the <i>Education Act</i> to accommodate the gifted students who want to further their academic studies? Thank you, Mr. Chairman.	<b>٢٩° ئاخ (</b> الم
<b>Chairman</b> : Thank you. Mr. Mikkungwak Ms. Okpik.	<b>Δ•거ペϷϹ·</b> Ϸ(ϽϞϷႶͿϲ): ·ϭͿϧ <sup>ͺ</sup> ϫͺϹͳϷͺϓϹͺϹϷ <sup>ϼͺ</sup> ϧͿϥ·Ϸͺ ϹʹͺϷϷΛϷ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Right now, what we are using is distance education. For students that have identified the need to go on to post- secondary education, particularly in smaller communities where some of those academic courses may not be offered, there is the opportunity for distance education for the schools. (interpretation) Thank you, Mr.	<b>ϷϧΛϷ</b> : ˤdϞ°Ⴍ广Ϸ, ΔϷϟ≪ϷϹʹϷ. (ϽϞϷႶͿϚ). ŰႭ CΔϷdϤ Δϲ°σϤϷϐ°σΡLϞϚ, ΛϿϤʹϿΓϚ ወαϲϚϲϭͼ°ϞႱʹϷϽϚ Δϲ°σϷdσϷdϤ Δϲ°σϤˤ&ϤϿͱͿϚϷ<ϿʹͼυΔϞʹϷ<ϚϲϤϞϯϦϚ Δϲ°σϤΡͶϷϧΔϚϤϽΔ°ႭΡϷͶϹϷϟϹ°ϚͰ ϹΔLΔϲʹϞϧ;. (ϽϞϷϳͼʹϷϚϽϚ) ͼͿϞͼϼϹϷ, ΔϷϟ≪ϷϹʹϷ.

#### Chairman.

**Chairman**: Thank you. Ms. Okpik. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. I'll move on to a different section. On your submission, registration and attendance policy, as we all know, children will not learn if they don't attend school. We always encourage children to attend school. As we all know, they are our future.

I'm looking at your section 37. When you look at section 37, the department suggests amending section 37 by adding a provision which requires the department to develop a generic or default registration and attendance policy. This departmental policy would have to be implemented by the DEA in the event the DEA fails to develop its own policy as required in section 37.

When you look at the revisions for that particular section, who would have ultimate authority? The department or would that still be retained by the DEAs? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The DEA would still have ultimate responsibility, but with the department providing a generic policy. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. Thank you for the response.

**Δ<sup>ϧ</sup>/≪ϷϹና**⁰ (ጋኻኦ∩J<sup>ϲ</sup>): <sup>ና</sup>d۶°<sub>Φ</sub>ᡤ<sup>ኈ</sup>, Γ<sup>、</sup> Ϸ⁰∧<sup>ϧ</sup>. Γ<sup>、</sup>Ϲ Γዖ°°ህ⊲ና⁰.

**Ϸ•Λ•**: <sup>5</sup>d+<sup>6</sup>a, Δ<sup>6</sup>+<sup>4</sup><br/>
Δ<br/>
C<sup>6</sup>σ4<sup>56</sup><br/>
C<br/>
C

**Δ⊳/≪⊳ርኈ** (ጋኻ̀≻∩Jˤ): ኀሪታ°ႭЃ҃ʰ. Гᢣᢗ ୮₽°∿ป⊲ˤŀ.

**୮ዮ≏ንJ⊲™** (ጋኣ̀ኦ∩Jና): ናਰኦ≏ዹ广Ϸ, ΔϷፖ≪ϷርႪ. ⊲୳∟\_\_ ናਰኦ≏ឩ广Ϸ ርΔĹϷ ዖϷႱ∿σ. Also, Part 5 of your submission, which also looks at registration and attendance again, but actually in section 30, which caught my eye here, there are some youth who are now past the age of 18 years who wanted to go back to school to get their diploma, but considering that they're over the age of 18, they were not eligible to go back to school. They really wanted to get the extra credits. When you look at section 30 with the changes you're making from 18 years of age to 16, is that in the best interest of students who may not be gifted students? Thank you, Mr. Chairman.

Chairman: Thank you, Mr.

Mikkungwak. The 16-year age is just the mandatory portion. Students can apply up to age 21 to the local DEA for permission to attend the high school. It's upon DEA approval up to age 21. Mr. Mikkungwak.

**Mr. Mikkungwak**: Okay, with that information, I guess what I would like to hear from the department is: if it's going to be mandatory, what punishments or what discipline will be in place when the mandatory section is not met? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) In the current *Education Act*, there's no punishment; in the old Act, there was, but we found that it was never enforced or utilized.

When we talk about the mandatory age of changing it from 16 to 18, in the old Act, it was the age of 16 and after a significant amount of consultation, that mandatory age was changed to 18. However, it has been pointed out to us.... At this  $4^{4}$ L,  $\dot{a}$   $\dot{b}$   $\Lambda$   $\dot{b}$   $\dot{b}$ ,  $4^{4}$  $\dot{b}$   $\dot{b}$ 

**Δ<sup>6</sup>/«ϷϹ·**<sup>6</sup> (ϽϞϷΠͿϚ): 'ϭͿϷ°ႭϮϧ, ΓʹϹ ΓΡ°ϞͿϥʹϧ. Ϲ°Ⴍ 16-σϧ ϤʹϚϲͿʹϧϧʹϭ·ϧ ϤϽͺͺϤϲϮΠϹʹϧ. Δϲ·ͼϭϤʹϧΠϲ 21-ϞͿϚͿϞʹϭ·ʹϒ·ϼϲ ΛϼͺͰϤϘͽͼʹϧϽϲ ϼϼϲϷʹ Δϲ·ͼϭϤʹͽϽϲͺͺϷϭϤʹϷϼͼ ϤʹϧΓʹͽϹϷϞͿͺϿϹϧ Δϲ·ͼϭϤʹϐϤͺϿʹϚ Δϲ·ͼϭϤϒͿͺͿϽϧ. ϹϧϤͽϧͺ ΔϲͿͺͼϧͺϳϹϷϟ;ϧ Ϥʹϛϥϲʹϧϼϲ 21-Ϳϲ ͶϷ·ͻͿ. ΓʹϹ ΓϷͽϞͿϤʹϧ.

**ΓΡ° ϞͿϤʹ·** (ϽϞληυς): Δ, ϹΔLϚ ϽΡϟυL, ϽϞΡLϚʹჼͽϽʹϞϧϚ ΔϚ° ϭϤʹͽϽϚͺλͽϭϐʹϭϚ: Ϲʹ· ϤϟϤϳʹϐϭʹͽʹϔϚϿϭ LϚ·ϹϷϞͺϤʹͽϭʹϭϤʹͰʹϞϳϚ ϤͰ LϚʹϹϷʹʹϔϚϚʹʹϐͻϿϪϚʹϷϷͿϐϫͼϧϲ ϟϔϤʹͽϹϷͿϐϫʹϷϧϚϹΔΪϷ LϚʹϚϤϭʹϒϲϽ;ϧϚϪʹ<Ϛ? ʹϐͿϧʹϣϹϧ, ΔϷϟʹϨϷϹʹͽ.

**Δ<sup></sup><sup>6</sup>/«ϷC<sup><sup>6</sup>** (Ͻ<sup>ϳ</sup>, <sup>2</sup>∩J<sup>c</sup>): <sup>6</sup>d<sup>6</sup> <sup>Δ</sup><sup>6</sup>. Γ<sup>1</sup> Ϸ<sup>6</sup>Λ<sup>6</sup>.</sup>

**> >** Δ<sup>+</sup>σ
 Δ<sup></sup>

CL° 16-σና Δሮ° σ
Δ
Δ
<</p>

moment, we're not really suggesting any changes to the Act, but we felt that possibly, if there are consultations, this should be a point of consultation out there because there's a lot of administrative burden placed on both our school system and also requiring older students to attend.	ŰႭႠ ᡧ᠋ᡝᡃ᠈᠄ᢅᡄ᠋᠋ᠺ᠄ᡃd᠈°°ᡣ᠌ᡃᡠ᠋᠑ᡃᠮ᠁ᠻᠡᡧᠥ, ᢗᡃ᠋᠉ᡃᡋ᠌᠌᠌᠌ᢦᢄ᠋᠈ᢖ ᡧ᠈ᡷ᠋᠉᠊ᢗ᠌᠌᠌᠌᠌ᢄ᠘᠅᠘᠅᠘ᡣ᠘ᢉᢣᢄ᠂ᡱᡐᡘ ᠘᠆ᢣ᠋᠕°᠊᠋ᠴ᠋ᡗ᠕᠋ᠮ᠘᠅᠘ᡘ᠘ᢉᢣᢄ᠂᠘°Ⴍ, ᠘᠆ᢣ᠕°ᠴ᠋ᡗ᠕᠋᠘᠘᠘ ᡧ᠋ᡬ᠋᠍᠕᠉ᠫᠳ᠋᠋᠉ᢣ᠘ᡗ᠘᠆᠘᠆
For example, let's say if someone who is 17 has dropped out of school and they're employed. There has to be a lot of work put in place, like a learning plan and understanding that there has to be some form of education taking place with the student who has not met the mandatory age of 18. There's also a summary conviction or a fine for employers for hiring students who are 18 or younger who have not completed high school because they should be part of that mandatory program.	<ul> <li>Ϸ΄ϽՈՐ_ϽͺͿ, 17-σ<sup>6</sup> Ϥʹ·Ϥͺϳϲ<sup>-</sup> Δ<sup>56</sup> ϷϚΔ&lt;&lt;</li> <li>Δ<sup>56</sup> ϷΔΔ<sup>5</sup> τ<sup>-</sup> Δ<sup>66</sup>, CΔL<sup>-</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup></li></ul>
We need to consider the impact this has on students that, for one reason or another, may drop out of school, but want to seek employment and that really prohibits them from gaining employment. However, we do want them to stay in school. That's our goal and that was the whole provision for changing the mandatory age from 16 to 18.	ᢗ᠋᠋ᡶ°᠌ᡆ᠂ᡏᠫ᠘᠋᠋᠋ᠮᡃᡠᢗ᠋᠅᠘ᡃᡶᡃ᠅᠘ᠸ°᠊ᠳ᠋᠊ᡏ᠋ᡃᡐ᠋ᡣᠳ ᡆ᠌᠌᠌᠈ᡠ᠔᠘᠋°᠌ᡆ᠅᠊᠋ᢧ᠅ᡃᡠᡄ᠋᠄᠋ᡗᡃᢣᡶᢗ᠌᠌᠌ᢄᠮᡠᢗ᠅᠊᠍ᠯ᠅᠂᠋᠍᠍ ᠘᠋᠅ᡃᡃᠦᡆ᠘ᢣᡅ᠊ᡆᠨ᠈ᢅᢗ᠋᠅ᠳ᠅᠂᠘᠆ᢣ᠘ᡐ᠋ᢩᡆ᠋᠄᠂ᡆᡃᡷ ᡬ ᡬᡆ᠋᠍᠊᠌᠌ᠽ᠋ᡗ᠘ᡩ᠋᠘᠆ᠮ᠋᠄᠘᠆᠋ᡗ ᠄ᡁ᠋᠍ᡧ᠍ᡧᠽ᠋ᠺᢓ᠘ᡄ᠌᠌᠌ᢄᢣ᠋
You also talked about students who want to come back to school. As Mr. Chairman stated, it's up to the age of 21. However, we do have the Pathway to Adult Secondary School (PASS) that we are encouraging students over the age of 18 to participate in to get their high school credits. (interpretation) Thank you, Mr. Chairman.	CΔ <sup>6</sup> dd > PΛ <sup>6</sup> b <sup>e</sup> σPLtΔ <sup>c</sup> = Δ <sup>6</sup> bLP <sup>6</sup> νLt&σ <sup>c</sup> Λ <sup>5</sup> tΛ <sup>c</sup> = Λ <sup>5</sup> vt PC <sup>6</sup> = P <sup>6</sup> b <sup>6</sup> bPF <sup>1</sup> L <sup>c</sup> 21- <sup>5</sup> UG <sup>a</sup> σ <sup>6</sup> Uσ <sup>c</sup> = PΛGtdP <sup>2</sup> α <sup>5</sup> UC Ptdσ tc <sup>c</sup> D5 <sup>6</sup> d <sup>c</sup> = PΛGtdP <sup>2</sup> α <sup>5</sup> UC Ptdσ tc <sup>c</sup> D5 <sup>6</sup> d <sup>c</sup> = PΛGtd <sup>2</sup> C <sup>6</sup> D <sup>2</sup> d <sup>5</sup> td <sup>6</sup> D <sup>2</sup> σ <sup>c</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> AC <sup>6</sup> D <sup>2</sup> C <sup>6</sup> fd <sup>6</sup> d <sup>2</sup> d <sup>2</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> AC <sup>6</sup> D <sup>2</sup> C <sup>6</sup> fd <sup>6</sup> d <sup>2</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> AC <sup>6</sup> D <sup>2</sup> C <sup>6</sup> fd <sup>6</sup> d <sup>2</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> AC <sup>6</sup> D <sup>2</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> AC <sup>6</sup> D <sup>2</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> = 12-CGtdP <sup>2</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C <sup>6</sup> fd <sup>6</sup> C
<b>Chairman</b> : Thank you, Ms. Okpik. I would like you to recognize the clock as well. The Chairman still has a couple of	<b>Δ•/ペϷር·</b> • (ጋኣትበJና): ፣dታ°ዺቮ•, Γነ ዾ•ለ•. ረናዖ°ኄታምርዾኈ ናbዾትLቦላσላኈbዎና. Δነረペኮርናርዾኈ

questions. Mr. Mikkungwak.	<u> </u>
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. I believe we have the next couple of days.	<b>Γየ°ኄJላኈ</b> (ጋኣትበJና): ናਰታ°ዺ广ካ, Δኣፖペኦርናካ. ናbኦ<<ጋና ር«ኆ፞፞፝፞፦σዻናናር.
When you look at section 30 and when we're looking at discipline, as you indicated earlier, there is a summary conviction that could be imposed on employers who are employing youth that should be in school. In addition, if they are not employed, but are not attending, are you working with a number of departments on this particular section, for example, the Department of Justice and the Department of Family Services? Should that be reflected in the amendments to this particular section? Thank you, Mr. Chairman.	૯૧૦ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨ ૨
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Ms. Okpik.	<b>Δ•/≪Þርጭ</b> (ጋኣ፞ት∩Jና): ⁵d৮°克广ঁ৬, ୮ኑር ୮ዖ°℃ነ⊲ጭ. Γ <sup>、</sup> ▷▹∧৬.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) With respect to students that have not dropped out, at the local level we have school community counsellors that are liaisons directly with our parents within the community, so that's who we go to first for non-attenders.	<b>Ϸ·</b> Λ <b>ಀ</b> : <sup>5</sup> ປຯ <sup>e</sup> αϮ <sup>b</sup> , Δ <sup>i</sup> γ «ϷϹ <sup>i</sup> <sup>sb</sup> . (Ͻ <sup>i</sup> , ϷΠ). Δ⊂ <sup>e</sup> σ 4 <sup>ib</sup> Π <sup>i</sup> ⊂ Λ <sup>i</sup> Δ <sup>i</sup> ν «Ϸ <sup>ib</sup> <sup>ib</sup> ν μ <sup>i</sup> <sup>C</sup> )Δ <sup>c</sup> Δασ <sup>e</sup> σ, Δασ <sup>e</sup> σ Δ <sup>b</sup> ν <sup>ib</sup> Π <sup>ib</sup> <sup>C</sup> <sup>D</sup> <sup>ib</sup> <sup>ib</sup> δ <sup></sup>
Only in absolutely extenuating circumstances would we work with the departments of Justice and Family Services, for example, or other types of circumstances, but as a matter of practice, we work with the school community counsellor who works with the school team and the DEA on students who don't attend.	የረላσ ላነትኦዮዮኇዀርነቴና ርሊናጋላ ጋበና ጋሀ ርካላላ Lলሁল ኢትላና ሏወল ኢትላና ጋ ለল ሲቴስበቦሁታምርዎና, ላነትቦዮቦሮ ምኖና አምዖትምጋናቴምበና ጋሀ ላጋምር ኦላምና Լዮ ር ለল σጋ Δዮ ሲምንና ላጋምጋሀ ልሞአልና ΔԵናምስና ኦናቴና ሰቦና ነውናር ረምና ላና ር ር አ ልሞያ ማናምጋር ሲትላና ከበ ደትዮና ር Δካላላ ኦናቴናር ዮናጋ Δና ልሞያ ማና ስና ለና ጋቦና.
<b>Chairman</b> : Thank you. Mr. Mikkungwak.	<b>ΔϧϞͺϭϷϹͺϧ</b> (ϽϯϧϽϽϲ);ͺͼϥϷͼϭͺϹϼ·ͺͺϹͺϹͺϹϧͼͺϿϥͽͼ

<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. My last question on this particular section is: when you have to go to that drastic discipline, how many days are allowed for the school community counsellor before the Department of Justice or the Department of Family Services is contacted, or is that not reflected at all in the <i>Education Act</i> ? Thank you, Mr. Chairman.	<b>ΓΡ°ϞͿ</b> ϤʹϷ (ϽͺͻϷͺϿͺϿͺ; <sup>6</sup> Ϟ <sup>1</sup> , Δ <sup>1</sup> / <sup>2</sup> , Δ <sup></sup>
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Ms. Okpik.	<b>Δ•/ペレርናゅ</b> (ጋኣኦበJና): ናਰኦኖሏ广ゥ, ୮ኑር ୮ዖ°°ህላናቃ. Γ <sup>、</sup> Ϸゥለቃ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) For students who have dropped out before the age of 18 and who are not employed, we have never invoked this piece of the legislation. We would have to develop a process to be able to undertake this. (interpretation) Thank you, Mr. Chairman.	<b>Ϸ·</b> Λ <sup>•</sup> : <sup>5</sup> d৮ <sup>°</sup> α <sup>ϳ<sup>°</sup></sup> , Δ <sup>°</sup> ν <sup>°</sup> Δ <sup>°</sup> σ <sup>°</sup> σ <sup>°</sup> Δ <sup>°</sup> σ <sup>°</sup> Δ <sup>°</sup> σ <sup>°</sup> Δ <sup>6</sup> b <sup>°</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. I have no more names on my list. I just have a few questions that I would like to We may go a couple of minutes over twelve o'clock.	<b>Δ•/&lt;ΡC</b> <sup>•</sup> (ϽϞϷႶͿϚ): <sup>ና</sup> dϧ <sup>e</sup> ϱϹϷ, Ϲ <sup>v</sup> ϷϷΛϷ. Ϲ <sup>e</sup> ϱ ϤΛ <sup>·</sup> ͼϤϺ <sup>·</sup> ϧϜϭϲ ϤΛ <sup>·</sup> ͼͼϤͶ <sup>·</sup> ϧ <sup>-</sup> ͼϧͼ ϼ <sup>-</sup> ͼϷ <sup>-</sup> <sup></sup>
When we're talking about the school age, it has been brought up as the maximum a couple of times. In your submission, it speaks to the section on the minimum age of five years and as it's pointed out, there is a school in Nunavut that has invited students under the age of five although it's contrary to the Act. I know that the department isn't fond of that decision, but it seems the educational results are still very positive from what we understand in speaking to members of that DEA.	ርLኮላ ልሮኣልዛርጉላትና ላናናታዮና ደሮንቦና, ሮዲማ. ጋምነሬትንም, ላናናታምጭሩና 5-୮ ለቦላናክናርናውበ ልሮኣቦላናክናርሲላናክጭሁር. ርልደ ወዉዎዛር 5- ንጭነሬጭናንጋና ጋድንሁለናበርኮናክናርጭነሬዛሬር, ለናላታናፑና ሮዲ ለናሏቲውወናም, ርልደሮ ለታሲናበላጭጋትናክናርናፑናናውጭ ርልደልንነሪቲና, ኮናክናክናክናክናርጭጋር ልሮዮማላጭጋሮሲሥልና ክብደንም
I'm just wondering if it would be more feasible to open it up to schools that do	⊲ᲮϷϖ℠ኣϷႱታኈቦ·Ĺና ∆ϲ·ኣል°ϖ Lጋ∆ኈႱႶናႶ⊲ၬL൨๒ժჇϷႪҌ∆

have.... I know that most schools in Nunavut don't have the space requirement to be able to allow that to even occur, the same as with full-day kindergarten. Some areas just don't have the space or the capacity within the infrastructure to run those types of programs on a full-day access or a prekindergarten. I'm just wondering if it would maybe be more feasible to open it up a little bit so that communities that do have the space would be allowed to provide such programming. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, you have brought up a couple of factors in terms of space and the funding that a school would receive.

For example, I think, from our perspective at the Department of Education, there are more suitable options for three- and four-year-olds rather than they're being with kindergarten. Our school system was never designed to support their learning or meet their needs. They have very different needs than a five-year-old would.

You also have to look at the curricular outcomes, for example. If you have a three year-old or a four-year-old that is in kindergarten and has been put in the kindergarten program, you can't legally hold them back because the school would have to demonstrate that they have met all the outcomes of the kindergarten program, which is typically designed for a student who is five years old. We're looking at that.

You also have to look at supervision as well. Three- and four-year-olds require a different level of supervision where a

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kindergarten class might not be the most suitable place for the three- and four- year-olds. That's why we're looking for that amendment.	ϷϤ·ႶᢣϷՐϤʹႦʹϭʹϞͰϹͺϤʹ϶ͱϹͺΛʹϧϲϭͽͺͺϹϫ Ϥʹϛʹϳϲ·ͺͺϹͿ·ͿϥϫϭͺͺϹϷϟϹϷϭʹͽϲʹϭͼͺͺϪϲ·ϧϥϭͽ ϪϭʹϧϣϽϹϷʹϚϛͺϤϷϷͺʹϿϨϛͺϪʹϒϲϽͽͺͺϹϪϳͽ ϹʹʹϨͺͺϹϲϧͶͿϛͺϤϒͽͽϲϷͽϥϷϲ
that amendment.	

We're also looking at the other end as well where we've had as old as a 45year-old being enrolled into one of our schools. You look at both ends, both the very young and old, because it may be equally problematic as well. We feel that there needs to be consistency around this area because it's not just a matter of putting a three-year-old and a four-yearold with five-year-olds. You have to look at programming. There is different cognitive pedagogy and those types of things that we have to take into consideration when they come into school. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. What about opening the flexibility to where space is available of full-day kindergarten programming? Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) That is only one component though that we would look at. We would have to take a look at programming and like I said, when we talked about programming, the outcomes, and supervision, I think those are all aspects that we would have to look at. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Now, when we were talking about inclusive education earlier, one of the concerns that was brought up in a lot of the community consultations was the social passing component.

I know there has been some fairly recent

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media coverage on the department's stance, but the concern that the communities seemed to raise is that the resources just aren't there for the teachers to be able to provide the individualized learning plans that are mandated within the legislation.	ᡬ᠋°᠌ᡅ᠘ᡔ᠋᠘ᡃᠴᡗᡃᢣᢂ᠋ᡃ᠘᠂ᠴᡆᠧ᠆ᠳ᠋᠋ᡃᡧ᠉᠋᠙᠋ᡃᢛᢗᢂᡧ᠋ᠫᠦ ᠘᠆ᢣ᠘ᢣᢅ᠋ᡗ᠕᠆ᡊ᠋᠈ᠯᢉ᠃ᢉ᠂ᠺᡏ᠘ᠴ᠋᠍ᡏᡲ᠘ᢗ᠘᠅᠆ᡦ᠆᠖ ᠘᠆ᢣ᠋ᡣᢗᢂ᠆ᡆ᠄᠖ᡃᢗ᠋᠋᠅ᡣ᠘ᢗ᠋᠋ᢖ᠋᠅
The concern is that these kids are just being passed throughout school up until grade 9 and then all of a sudden, they have to take specific course studies in grade 10 and they're just not at that literacy level or academic level to be able to succeed. In some ways, the community members feel that it is a detriment to school attendance.	ΔϚ <sup>®</sup> σϤ <sup>®</sup> Ϻ <sup>°</sup> Δ/ൎLϿ <sup>®</sup> Ϸ <sup>°</sup> C <sup>®</sup> LC Λϧʹ <sup>®</sup> ΠCϷϽΔ <sup>®</sup> Δ <sup>®</sup> Ϸ <sup>°</sup> <sup>°</sup> C <sup>®</sup> LC <sup>°</sup> d <sup>®</sup> «ϒ« <sup>°</sup> <sup>°</sup> ϲϤΠCϷϽΔ <sup>®</sup> Δ <sup>®</sup> <sup>°</sup> C <sup>®</sup> ϽΔ <sup>°</sup> Ϥ <sup>L</sup> <sup>°</sup> d <sup>®</sup> Πσ <sup>®</sup> 10-Γ <sup>®</sup> Δ <sup>°</sup> Γ <sup>°</sup> <sup>°</sup> d <sup>®</sup> Πσ <sup>®</sup> 10-Γ <sup>®</sup> Δ <sup>°</sup> Γ <sup>°</sup> <sup>°</sup> d <sup>®</sup> Πσ <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> d <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> C <sup>®</sup> <sup>°</sup> C <sup>®</sup>
Would Ms. Okpik be able to comment on that?	ᡏᡃ᠌ᢄᡃ᠕᠋᠈ᢄ᠋᠋᠖ᢄᡩᢂᡔᡱ᠋ᡆ᠆᠖᠆ᡁ᠖᠆ᡁ᠆᠖᠆᠖
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) We know that we need to do a better job in meeting the needs of our students and the report of the Office of the Auditor General clearly indicated that. We have done an external review of inclusive education that we're still internally reviewing. That has demonstrated that as well.	<b>Ϸ•Λ•</b> : የժታ°ዺቮ•, Δካረ «ኦሮ፡ঁ•. (ጋካትበJና) የኦኦዚ ላይ ለናበላታ የኦኦ ላና የ ሬሮዮ መላጭ በየሰበኖ ውና. ሮ፡ L የኦ አን አን አን የ ኦ መ የ አን የ አን የ አን የ አን የ አን አን አ
I think, when we look at changes to legislation, we really need to shift the responsibility of the administration of inclusive education from the DEA to the principal of the school. Currently, the administration of inclusive education lies with the DEA, but we know the principal is responsible for day-to-day administration of the school and management of the school. They are also the ones with the trained expertise and educators as well to look at matters on inclusive education. We also believe, right now, it is the principals that are	Ρ/Ϥσ CLጋΓ <sup>*</sup> <sup>L</sup> <sup>i</sup> CD <sup>*</sup> <sup>b</sup> <sup>1</sup> <sup>*<sup>i</sup></sup> <sup>b</sup> <sup>i</sup> <sup>1</sup>

doing this work	
doing this work currently in schools. We believe it's unfair and unrealistic for a voluntary board to be meeting to administer inclusive education when we believe it should be the principal of the school.	ለলሊ⊲ንህ≪ጋ <sup>®</sup> . ΔĹ <sup>®</sup> ᲮᲘLኦው ዸ፟ሏϷ <sup>;</sup> ኦኣ <sup>ኈ</sup> ዮርጋው ለলሊ⊲ንህበሁረቦ⊲ንሁ ጳኦሬርኦበሁረቦ⊲ንሁ Δᡄኦበናበσʰďና Δল°σ⊲ <sup>®</sup> ጋলሊσ <sup>®</sup> ለചላ <sup>ጭ</sup> ሁና. ርΔʰd⊲ল Δলኣልና ⊲ንሁ⊀ <sup>®</sup> ቴንሁ ላল <sup>∞</sup> ሁ <sup>ֈ</sup> LC CLጋℾ <sup>֊</sup> ሁ.
We think that, again, with this change, it will allow, if the Minister has the authority to authorize detailed instructions for us on how to implement inclusive education and allow educators to be able to implement these directions, it will assure accountability and transparency. It will also ensure a lot of consistency in determining help with the needs.	Δ/LϟͿ·ϲ Δ/LႱ·Ϲ Ϥ/ነትናσ <sup>ͼ</sup> Ϲ <sup>®</sup> Ϸϲ Ϥ/ነትσϧϤ· Γσ·Ϲ Λͺϟ· ϼϷͶͼϧͼ ϤͺϞͺͼϒϷ;ϞͿ·ͺͼͺͼ ͼϧϼͼ ΔϲϷͶϚͶϭͼ Δϲʹ·ϭϤͼϿϲͺϲϭͼ ϞͼϷϹϷͶͼͶͼͼ Δϲʹ·ϭϤͼϿϲͺϭ ϞͼϷϹϷͶͼͶϲ; ϤϽϲͺͼͶϲϤϲ϶ ϤϽϲͼ ΔϷ;ͼϹϷͶϤͼϧͳϫͺϳϹϿ.
We also are suggesting that the classroom teacher be responsible for the development of the individual student support plan and not the school team, as it states in the <i>Education Act</i> . Again, we feel that the classroom teacher is the best to identify the strengths and needs of the students. We're finding that the school team is core to so many functions within the school system that it may be difficult for them to develop a student support plan for every single student. We're proposing that the school team work with the classroom teachers.	ϤϤ ΔʹϿ;;ͳ ΔϲϞΔϷ ἀϷͼϙͺͺ Δἐνθε Δϲͼσϥͼϧϳε Δελͼονκημοτογίε ΟΔἰνθερονίε δονλασε. ἰεα ἀεργγιας ΟΔἰνθερονίε δονλασε. ἰεα ἀεργγιας Οζινθερονίε δονλαγία Οτη Αναγιάτη Αναγιάτης Αναγι
We're also suggesting that the Act be amended to require that individual student support plans be reviewed at least three times a year. We could ensure that this happens during regular reporting periods, during report card times when report cards are issued. We truly believe that we need to do a better job of evaluating the effectiveness of the individual student support plans that are put in place, not just to make sure that they're written, but that they're actually followed up, supports are given,	ϤϤϤϤϤϿͼͼϫϤϤϫ ϤϤϤϤ ϤϤϤ ϤϤ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ

evaluations are happening, and to see if adjustments need to be made throughout	᠋ᡃ᠋ᡃ᠋ᡰ᠔᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
the year to best support that student.	᠊᠋᠋ᠺ᠋᠋᠋ᡪᡬᠨᢗ᠋ᠬᡥᠦ. (᠋᠋᠋ᠵᢣ᠈ᡠᢪ᠅᠋ᠴ᠅᠋᠉᠂᠋ᢃᢣ᠉᠋ᡬ
(interpretation) Thank you, Mr.	$\Delta^{b}\mathcal{A}^{Q}PC^{s_{b}}.$
Chairman.	
Chairman: Thank you. I had one more	<b>Δ•/ペϷϹና</b> Ϸ (ጋኣትበJና): ናਰትድፈርኮ.
name added to my list. Mr. Savikataaq.	ዾኈዀጏኈ፞፟ዀ፟፟፟፟ዾፚኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ
Mr. Savikataaq: Thank you, Mr.	
Chairman. Thank you for recognizing me	<b>ᢣ᠋ᠺ᠋ҌĊ᠋ᡝᢑ</b> (ϽϞᢆᢣ∩ᠨᡗ: ᠮ᠋᠔ᢞ᠌ᡆ᠋ᡤᢆᢦ, ᠘ᡃᡟ᠙ᠺᢈᢄᠮ. ᡧ᠋ᡃ᠋᠘ᠴ
again. Something just caught my eye	<sup>ና</sup> dታ°ዹ广፞ <sup>ኈ</sup>
here.	
One of the amendments that you're	ᢗ᠘᠋᠋ᡗᡄᠵ᠋᠍ᢑ᠂ᢩᠯ᠋᠋᠄ᢑ᠋᠙ᡣᢦᢛᢗᠵ᠋ᡃᡆᢣ᠋᠘ᡕ᠋᠘᠋ᢄᡪ ᡬᡃᡆᢦ
asking for in section 136, criminal record	ᡣ᠋ᠺᡪᢞ᠋ᠫ᠌᠌᠌᠋᠋᠋᠊᠕ᡠᡄ᠄ᡃ᠋ᡖᢄᢣᡘᡃᢛᢕᢄ᠂᠋ᡦᡄ᠋ᠬᢛ ᠕ᡃᡕᠯᠬ᠋᠋᠋᠋᠋᠅ᡁᢄᡔᢣ᠋᠘᠘᠋ᠴ᠋᠊᠋᠊᠋᠘ᠺ
checks, I just want to know the rationale	
behind changing it from the last three years to making it the last three months,	ᢗᡃ᠋ᡥ᠋᠋᠋᠋ᢪᠣᡄ᠘ᢞᡆᡄ᠂ᢣᡆ᠋᠋ᡗᢛ᠕ᡷ᠋ᡃᡕᡘᢐ᠋᠉ᢣᡆ
just a rationale behind that. Thank you.	᠆᠕ᢣ᠈ᡃᢛᢗᠵ᠋᠋᠘᠊᠙ᢩ᠈᠂ᢅ᠔ᢣᢩᢁ᠋ᡤᢆᡃ
Chairman Ma Ohaila	
Chairman: Ms. Okpik.	<b>ΔϧϞͺϭϷϹͺϩϧ</b> ;ͺͺϹ,ͺϷͽͺϒ <sub>Ϸ</sub> .
Ms. Okpik (interpretation): Thank you,	▶७∧७: ኀሪታ≗ዹ୮୭, ∆ዮረ≪Ϸር℠. (ጋኣት∩ህና) L⊂Ⴑኁσ
Mr. Chairman. (interpretation ends)	⊂ٮڵ؞؈ڔ٢؞ ؇؞٩؞ ٢؞ ٢؞٩٩ ٢
There's a typo in the legislation. It should be every three months and not every three	᠕᠋᠋᠋᠋᠋᠋᠆᠕᠅᠋᠘ᢄ᠖᠘᠄᠅᠘᠄᠅᠘ᢄ᠅᠘ᢄ᠅᠘ᢄ᠅᠘ᢄ᠅᠘ᢄ ᠕᠅᠋᠘᠆᠘ᠵ᠋᠘᠄᠅ᡬ᠘᠄᠆᠘᠂᠘᠅᠘᠅᠘᠘᠅
years. If we are aware of HR policy when	Λ °UCΔ' C °PC=C <ud4 (jh2°07'="" g="" °.="" °d="" °d)<br="">íd5°αΓ', Δθ7≪PC%.</ud4>
it comes to criminal record checks, it's	
every three months. (interpretation) Thank you, Mr. Chairman.	
Chairman: Thank you, Ms. Okpik. I've	<b>△৬૮&lt;▷&lt;</b> (ϽϳϞ∩Ͻϲ): <sup>ϛ</sup> ϥϟͼϼϳϲ, Ϸϧ∧ϧ. ΓιͻͼΦ
just got a couple final questions. I realize that we're over the time, but I think it	᠆᠆᠆᠕᠋᠋᠋᠉᠆ᡩ᠋ᡰ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
would be better spent now than having	ለ⊲σናγ⊲⊑∿ቄናር.
you guys come back after lunch.	
There are a number of recommendations	
regarding CSFN and unfortunately, they	
didn't respond to the invitation that we	
had offered to them to attend this hearing. When it talks about curriculum approval	ርΔL ኄናኯዸ፟፟፟፝ዾኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ
in section 168 on page 8 of your	Ċʰdəʰu ˤbΔÞᡄÞᡪᠴᢦᠺᠻᠺᠠ᠙. ÞˤbÞᠠˤbᡬᡲ᠈ᡁᢈ
submission, it talks about the Minister	
taking over more control on that. We did	≪ዮዖብናክሊ∢ክና∽ኈ ፈዛር∽ 168 L<ለሁኈ 8-୮, ሮ°ዉ ୮σ℃ በJሥb°σናď∽J. ር∆L

have one of the board members attend a DEA information session with the Committee yesterday and he was of the opinion that there were curriculum change requests sent to the department, I believe it was three years ago he said, that still hadn't been approved.	bበLኦና Δርጐሁ°ሙ bበLኦጭጋጭጋጭጋውርኦጭሁና ርΔ២៨σ፝ቍሁና ኦሏልና bበLኦጐቦ°σና. ርΔLሮ ርኮ៨ Δሮ°σኆጭበና/ንፈርኦፈው ፈዖንኦናሀትሪኦም/Lዲና ለሮሲልጐጔና, ጋσ/Lሁጋኆናኈሁቦና ፖሮታጭ ኆኈዮጮርኦሪኦም/L°ኈዮLC.
I'm kind of getting mixed messages from what they're saying and what the legislation is saying. Ms. Okpik.	ርሏ፟፟፟ዾ ጋኣኈርኈb
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) What we're proposing under the change to the legislation would be that the Minister should develop and approve the curriculum for CSFN. That's our position. Again, we do recognize that it will be different and tailored to the needs of the French-as-a-first-language majority.	<b>Ϸ·</b> Λ <b>ಀ</b> : <sup>ና</sup> d۶ <sup>°</sup> <sup>°</sup> <sub>2</sub> Ϥ <sup>°</sup> <sup>°</sup> <sub>2</sub> , Δ <sup>6</sup> /«ϷϹ <sup>6</sup> . (Ͻ <sup>1</sup> / <sub>2</sub> ) ΔL <sup>°</sup> <sup>°</sup> <sub>2</sub> ΔJLU <sup>°</sup> <sub>2</sub> . C <sup>6</sup> d  4/ <sup>3</sup> / <sup>3</sup> / <sup>6</sup> <sup>°</sup> <sub>2</sub> Φ <sub>0</sub> L <sup>°</sup> <sub>2</sub> Δ <sup>°</sup> <sup>°</sup> <sub>2</sub> Γ <sup>°</sup> <sub>2</sub> ( <sup>3</sup> <sup>6</sup> <sup>°</sup> <sub>2</sub> ) <sup>4</sup> Δ <sub>2</sub> σ Δ <sup>°</sup> <sup>°</sup> <sub>2</sub> Δ <sup>°</sup> <sup>°</sup> <sub>2</sub> Γ <sup>°</sup> <sub>2</sub> ( <sup>3</sup> <sup>6</sup> ) <sup>4</sup> <sup>3</sup> / <sup>3</sup>
However, when we look at curricula, it's outcomes-based. We need to look at the CSFN school with their curricular outcome still aligning with the rest of Nunavut wherever possible. That's our request. They would still retain and manage their day-to-day delivery of programming and would exercise their autonomy in terms of selecting the learning and teaching resources that is most appropriate to them.	Ċჼݸ⊲, ჼ₽ℾჼ₽ቦ⊲ჼႦናናႶႱና, ΔႠჼჾႯჼልჼႱႽ ჼႦፚႧჼႱႺჼႱჂႱႠ ϷΔάჼݸჼ ႦჂჼჂჼႦႶႶჼჼቦჼ ΔĽჼႭ ႭႠჂႶჼႻჂႶჼ. ჇႠ ĊჼႫჾჼႱ ႭႱႠჾჼჼ ⊲ϷႺჼჇႱႦჼႦჂჼ ჼႦϷϹĹჼ ΔႠჼჾႯႶჼႶႶႵႶቦႸႠჾჼ ፈჂჼჂႶჼჂ ለႵჼႭϷႶჾჼ ჾႼႯჼჇႦჼႺჼჂႶ ႭႱႠჾჼ ΔႠჼႭჇႦჾႯჼႦჂჾჼ ΔႠჼႭჼႵႠႦჾႯჼႦჂჾჼჂ, ႠႱჼႸჃ ႭႱႱႶႸႠჾჼ ჃჼჼႼჼჇႭჼႵႶჼႦႺჼႱႦႵ
When we talk about what you're making reference to, there is a process in place for curriculum approvals that are directed to the Minister. There was correspondence back to CSFN where more information was requested and a clearer process identified and we have not received that correspondence yet to date. Therefore, the curriculum has not been provided for approval. (interpretation) Thank you, Mr.	ÞˤbÞᠨˤbɨš²bɨc ΔL°a dɨ᠉ᠹ᠈ᠯ᠘ᢣ᠋ᡝbɨL LᲚᢗÞՐᡆᲚऀᲚ ፊᲚ°ჾơႶናႶႵႶኣአσና dʰᠭ᠉ᠯ᠙ʹ፫ᡆᠴᠣ. ট৽dᡆ CFN-ថ ϷΔልঁ᠈ថ bՈLኦ՞ዮና በՈናነਰϷናክናርᡄϷ᠉ጋና ርΔĹ» ጋየፖቦᡆዖႶ»ኣᲮ՞ϖናምና ጋንፖናቴክናር።ንፖLና P/ᡆᠣ PÞᢣϷፖL՞ዮៃជናር ርΔĹ» ᠯ୭Jᡆ᠉ፖLናጋ። dʰᠬ᠉CϷፖL∿ዮῶና ট৽dᡆ ΔᲚ°ჾႯႶናፖԵ°ႫჇႶՐႵLኣናጔᡆ᠌᠈ዮና. dኦ՞a广», Δካፖ᠙ኦር።

#### Chairman.

Chairman: Thank you, Ms. Okpik. I have another question regarding CSFN. It also speaks to the reporting structure for the director general right now. I'm sure most people are aware due to some of the most recent media coverage on some of the communication factors that parents are bringing forward, and although the door seems to have been opened a crack, I'll say, for improved communications within the parents of the students of that school, there seems to be some limitations on reporting with the director general's position specifically through CSFN to the board and the requirements for attending meetings and such that the Department of Education puts on.

A comparable is the director general is almost like an executive director of school operations and a little bit more than a DEA chairperson, with the responsibilities associated. How often does the communication with the director general and CSFN board happen between the direction of the Department of Education of Nunavut and coordinating that approach within the French students across this territory? Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We always have to respect the Charter when it comes to French first language rightholders within the territory. First and foremost, that's what we believe in and that's what we strive for.

However, just since the Act had come into force, right away, we could see that there were a lot of grey areas between reporting, taking direction, giving direction, and my role as the Deputy Minister, for example. For example, if I Ϸ•Λ•: 'd৮° ႭϮ, ΔνイペϷϹʹ·. (ϽϞϷΛͿϚ) Δ, ϹϷdϤ ΔͼϧΛͱϚηϤϲͺϤͼϧϛϚηͺͿ Ϥͼͱͼϧηϔομτον, ϲ, ϲϷdϤ Λνζημές, ϷΔάς ϷͼϷϷϲͼͽυϷΛͼϷϿͼ ϷΔάΛϽς. Δ, ϷʹΛϲͺͿϚηͿϛ ϹϹ° Δ ϹΔLΔϲʹ ບϭʹͺυ.

የረላው ሮዲ LcႱჼ ላጋሮჼረLሮჼ∩ჼჂႱ ჼႦჂႦႦႶႶႺႦჼႦჂႱ ႠႱჃჃ ႦႫჼႦჼႦჼႺႢჃჼႦჼႫჼႶჼ ႶႠႦႢႫჼ ለႠႢჃႬჂ ჂჼႺႦჼჂჼႱ ℾႫჼႺჅჼ. ჅჼჂ ႦჼჂႶႶჂႱ

look at a basic southern travel	᠄ᡏ᠋ᡏ᠄ᡃ᠋ᠵ᠘᠂᠋ᡠ᠋ᡔᡄ᠋᠋ᠴᡄ᠋᠋ᠴᢄ᠋ᢤ᠋ᡗ᠋᠄ᡉ᠋ᠴᠴ᠋ᠴ
authorization form, I have that delegated authority for liability reasons to sign southern travel.	ᡃᡪᢅᢗᡃ᠋ᢣᠺᢄ᠆ᠴ᠋ᢤ᠘᠋᠋᠋᠋ᡭᢑ᠋ᢉᠬ᠋ᡪᡷᢣᢗ᠌᠌ᢂᠳᠣ ᡏ᠋ᢕᡄᢂ᠋ᢄ᠆ᠴ᠋ᢤ᠐
When it comes to the director general, who is a member of the public service, the same delegation does not occur. We know that, from an education perspective, it is extremely awkward for the director general to be appointed by the members of CSFN who report to CSFN and also be a member of the public service. The director general is a member of the public service, but does not report directly to anyone in the public service. It's extremely awkward. The director general is not accountable to the Government of Nunavut but to CSFN instead.	Ċ <sup>°</sup> Δ ϽΡͿϤ <sup>®</sup> Π <sup>°</sup> Υ <sup>&gt;</sup> U <sup>®</sup> L <sup>®</sup> d <sup>°</sup> Δ <sup>°</sup> Λ <sub>C</sub> Λ <sup>&gt;</sup> Δ <sup>°</sup> <sub>-</sub> σ CΔL <sup>®</sup> <sup>Δ</sup> <sup>°</sup> δ <sup>°</sup> C <sup>°</sup> Γ <sup>L</sup> L <sup>°</sup> C <sup>®</sup> d <sup>®</sup> <sup>°</sup> U <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> <sup>§</sup> δ <sup>°</sup> C
We believe that the Minister of Education should appoint the director general based on a recommendation by CSFN. We do not believe the DEAs and CSFN have the time, the skills, and the knowledge, especially around the <i>Public Service Act</i> , hiring policies and protocols to effectively conduct hiring processes.	ϷʹለϨϟϷϧ·ϹͺϹʹ·ϫͺͺΓϭ·ʹϹͺՈͱϭͿϤʹͼϟϒϤϲϷႱͻϤʹͼ ϹʹϟΓ·ϧͺϽϨͿϤͼ·ͶϚϟϷϭϭͼϿϹͼͺϷΔάͼϭ Δϲ·ʹϭϭʹͼϿϲϲϞʹ·ϒ·ϼϲͺϹͼϭϭ Λል·Ϟʹϐͻϭͼͻϟʹϔϒ·ϤϹͺͼϷϷϟϹϭ·ϐͻϭͼʹϳϟϚͶʹͻ ΔϹ·ͼͺϪͼϧͼϪϟͼͶϹϲϞͼϚϹͺΔϹͼͺϲϲϲϟϭͼͻͶ ϹͼϭϤͺϹϲͶϥϲϲ
The Minister of Education is ultimately responsible for the provision of education in each and every school in this territory, but how can the Minister be expected to uphold the responsibility if he cannot manage the public service and in turn, the director general? This is the current situation with the director general. (interpretation) Thank you, Mr. Chairman.	Ċ°Ⴍ Γσ'Ϲ ΔϹ <sup>°</sup> σϤ <sup>®</sup> Ͻϲͺϭ·ʹͿʹ Λϲ·ʹΡϤʹϐʹͺ Ċ <sup>®</sup> dσ <sup>®</sup> Ⴑ ϤϽ <sup>®</sup> ϹϷΓϤʹϐʹσ <sup>®</sup> Γ°σ LϲႱΔ <sup>c</sup> ϤϽσ Δϲ <sup>°</sup> σϤʹά <sup>®</sup> σ <sup>c</sup> ʹϐϿ <sup>®</sup> Γσ <sup>°</sup> Ϲ σʹየϷΓ/϶ϷϞ <sup>®</sup> Lϲʹʹd۶ <sup>®</sup> Ⴎ <sub>-</sub> ͻσ ΛϲͺϤ <sup>°</sup> \Γσ <sup>®</sup> ϤϷϲ <sup>c</sup> ΠͿ <sup>°</sup> Ⴍ <sup>®</sup> Γ <sup>&lt;ζ<sup>c</sup></sup> Ċ <sup>®</sup> dσ <sup>®</sup> Ⴑ ႱペႾ <sup>®</sup> d <sup>©</sup> Δ <sup>®</sup> bሏΔ۶ <sup>®</sup> Π <sup>®</sup> Γ <sup>°</sup> σ <sup>λ<sup>i</sup></sup> ϽΡ⅃Ϥ <sup>®</sup> Π <sup>c</sup> ΠΓ <sup>*</sup> Ϸ <sup>4<sup>®</sup></sup> CΔ <sup>°</sup> α ϷΔά <sup>®</sup> d <sup>c</sup> Δϲ <sup>°</sup> σϤ <sup>®</sup> Ͻϲ <sub>Ϥ</sub> <sup>2</sup> <sup>®</sup> Γ <sup>°</sup> . (Ͻ <sup>°</sup> , Γ <sup>°</sup> , Δ <sup>®</sup> λ <sup>©</sup> Ρ <sup>°</sup> .
<b>Chairman</b> : Thank you, Ms. Okpik. I will recognize the clock. I just have two final questions.	<b>Δ•/ペÞርጭ</b> (ጋኣኦበሀና): <sup>ና</sup> dታ°உቮኑ, Γ <sup>、</sup> ϷካለϷ. Δ፫ርሲσϤ፫ናኑd ርድ ፈናጮኄህታዎና. LናንϷ <i>Ძ</i> ፫ ጳለጭdሰኑ.
There were a number of recommendations regarding the French	᠂ᡃ᠋ᡃᢑᡣ᠋ᡖᡄᠵ᠘ᢂ᠋ᢄ᠂ᡏ᠘ᡩᢂᡔ᠘ᢤ᠈ᡆ

language minority rights and in your submission, you stated that there still hasn't been any legal advice sought on how this may impact the Charter. Since this submission was made, have there been any legal counsel searches with any of the proposed amendments to these sections of the Act? Ms. Okpik.	ΔϚ <sup>®</sup> σϤΠϚΠϞΠ <sup>®</sup> ΓϚ ϹΔL ϷʹϐϧϔϟͰͱΓͱͰϹ Ͱϲ·ͶϽϲ ϟϲ ϹͰ <sup>®</sup> ϼͺʹϷϷϟͰϤͽ;ϹϷϟͰ <sup>®</sup> Ϸ·Ͱϲ Ϲ <sup>®</sup> ͼ Ͻ <sup>®</sup> ͼϐ <sup>®</sup> ͼ ϷϿϪϲ <sup>®</sup> ͺͱͰͳ <sup>®</sup> ͺϾΔΓ Ͻϭϟ;ϷϲϷͽͶͼ <sup>®</sup> Ͻ ΠΠϛͼϟΓϟͼ Lchc ανδ Δ Φ Δ Φ Δ Φ Δ Φ Δ Φ Δ Φ Δ Φ Δ Φ Δ Φ Δ
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) The Department of Justice, our legal counsel, is aware of all the issues around CSFN right now and as it pertains our submission. (interpretation) Thank you, Mr. Chairman.	<b>ϷͽΛϷ</b> : ჼdႸჼႭႠჼ ΔነჄペϷϹʹჼ. (ϽϞϷႶႮჼ) ϹჼdϤ LϲႱϲͺ;Ϸ ΔϲჼσϤჼንϲͺϝͼͺϹͿϫ ʹϲϫ (ϽϞϷϳͼϼϲϽͽ) ჼdႸჼႭႠჼ, ΔነჄペϷϹʹჼ.
Chairman: Thank you, Ms. Okpik. Just one final question. During our consultation process across the different communities, the topic of the divisional school boards came up again, as I'm sure you can imagine. In 1999 when the divisional school boards were dissolved and the coalition and the DEAs were established more formally, some people seemed to believe that it was more of a political decision versus an operational consistency decision. When you have been internally reviewing for your submission, did the topic of going back to divisional boards come back up and, if so, do you feel that this is the time to maybe revisit that topic in a consultation process? Ms. Okpik.	Δ•/ « Κ. β <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup>
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) During our consultations on the <i>Education Act</i> , over 100 consultations, a lot of communication was provided about re-establishing divisional boards. I believe that was how the whole section on the DEA coalition came about. In the original Act that we had proposed, we had titled it a DEA association and the	<b>Ϸ·</b> Λ <b>ν</b> : <sup>5</sup> d۶ <sup>°</sup> a, Δ <sup>°</sup> λ <sup>°</sup> α <sup>°</sup> b, Δ <sup>°</sup> a <sup>°</sup> b, Δ <sup>°</sup> a <sup>°</sup> b, Δ <sup>°</sup> b,

coalition had come about actually during a consultation that we had with DEA chairs. That is where they formed their coalition. I'm just giving a bit of historical context.	ϧϽ;ϞͼϧͶϳͼͺͼͶϹͶͼͶͼϧϲͺϫ Ϫϲ·ͼϫϤͼͻϲϫϳͼͺϪͼϒͼϷϹʹͼͶͼͺϫ ϫϿ;ϫͼϼϫ; ϫϿ;ϫͼϗϫ; ϫϿϫͼϫϫ ͶϲϷͼͳͼͼͺϫϫϫϫ
I can't say that internally we have talked the return of divisional boards. We have gone under the auspices that we are now a Department of Education who has the delegated authority to hire and fire educators and teachers and to provide the curriculum. I think, from our point of view or from the conversations I've had, it has ensured that there is consistency across the three regions. You had three divisional boards historically with three different processes and three sets of by- laws. When you are trying to change an education system, consistency is important and how you apply legislation is important.	ϷʹͽϷϨ <sup>®</sup> Δ <sup>®</sup> Γ <sup>O</sup> <sup>®</sup> <sup>U</sup> Α <sub>C</sub> Λ <sub>C</sub> Δ <sup>Q</sup> σ <sup>B</sup> Δ <sup>®</sup> Γ <sup>O</sup> <sup>S</sup> Δ <sup>Q</sup> Γ <sup>O</sup> Λ <sub>C</sub> Δ <sup>Q</sup>
To be honest, I've not had the discussion internally with my senior staff on the return of divisional boards and I don't think I'm in a position right now to say if this is the opportune time given that we've not had divisional boards for 15 years and we have a new piece of legislation where we're trying to implement that has specific authorities, roles, and responsibilities. I think that if we don't give the legislation an opportunity to see if it can be implemented, we would just be starting all over again. (interpretation) Thank you, Mr. Chairman.	ϷʹͼϷʹϤϨͰϽΔ <sup>α</sup> Δ <sup>ͼ</sup> <sup>ω</sup> <sup>3</sup> <sup>ω</sup> <sup>5</sup> <sup>1</sup> <sup>2</sup> <sup>2</sup> <sup>3</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. I would like to thank you and your officials for attending this hearing. I do apologize for keeping it a little bit over the clock, but I think it was 15 minutes spent now could turn into another hour and half later. I just want to thank you	<b>Δ°7&lt;ΡC°</b> (ϽʹϞϷΛͿϚ): ʹϭͿϒͽϫϹϳʹͽ, Γ΄ ϷͽΛͽ. Ϥʹ·ϧ;ͼϷϷͶͶϚʹʹϭͿϒͽϫϳϲϨͼϧ, Ϸ·ϧϥͻͽ ϷϾϭͶϚϹϚϚͶͿϚ. LΓϤʹ>ͽϧ ϤϭϭϷͶϚͶͻϤʹϭϷ <sup>ϳ</sup> ʹͻ 15 Γσϲʹͺ϶ϧϷϚϚʹΔϐʹϚʹͽ ϤʹϾʹͻ ϤϭϭϷͶͶϲϨͽϫϳͰϛ. ϹΔͰ Ϥϭϭϧ;ʹϧϲʹ ϷͶϲϭϷ;ʹͽʹϭͿϧͽϫϳϲϧϧϭͻͰͺϾϧ

again. If you had a brief closing comment to provide to the Committee, then we will break for lunch.	Ϲჼⅆσ <sup>ͺ</sup> Ⴑ LϽϟϞብ·ϳϧϞͿLJ&ና. ϭͺͺ·ͼͺϳͼϭͺϭ;Ͻϲ ϿჼჼϷϷϪ·ϿϹ. Γʹ Ϸͽ͵Ϸ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would like to thank my officials that came with me. There has been a significant amount of time and dedication put in since the start of implementation of the <i>Education Act</i> . Identifying right from the beginning what some of the issues were to educators and principals, for example, it brought to our attention areas that we need to look at right to our senior staff. I think we recognize that we do have a long way to go. There are a lot of issues and challenges, especially around the topic of the quality of the grade 12 graduate, for example.	<b>Ϸ</b> ΛϷ: <sup>5</sup> d۶ <sup>°</sup> Δ <sup>†</sup> ν <sup>†</sup> ν <sup>°</sup> Δ <sup>†</sup> ν <sup></sup>
I think that getting parents involved and having students come to school on time and fed is of great importance to us. I know that there is one piece which was talked about today that we really couldn't talk about whether it should be in our legislation or not, but I'm looking forward to receiving the recommendations from the Special Committee.	Ϫ, ϹΔϹϚϹϷ΅ϷͽϷϒϷͽϷϒͽ Ϲ϶ϫ ϷͽϷϒϲϿϤϨ϶ϲϚϹͼϧϾͼϲϽͿͼ ϹϲͿͽϲϹͼͼϲ ϲͼϲ ϲͼ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
I think that with what we have heard from our staff we have been hearing at the DEA level. We look forward to receiving the recommendations and moving forward to seeing what changes can be made in the <i>Education Act</i> . (interpretation) Thank you.	Δ <sup>ጭ</sup> baΔሃ <sup>™</sup> በ≫ <sup>c</sup> ͻ ጋኣ <sup>™</sup> ፖLሁናር ዾα፦ Δ፫ <sup>®</sup> σ፟፝ጞ <sup>™</sup> ጋ፝፝፝፝፝፝፝ CdJLσ፝ጞ <sup>™</sup> ርጅና የድል፞፞፞፝ኯበኯ፟፟፟፝፝፝፝፝፝፝ ብሥኑትውርውJLσጞ <sup>™</sup> ጋና <i>Δ፝፝፝፝፝ ፚ፝፝ኇ፞ጞ<sup>™</sup>ጋ፝፝፝፝፝፝፝፝፝፞ <i>Lলሁ</i>ናσ. (ጋኣትበJ፟፝፝፝፝፝፝ጛ<sup>™</sup>ን<sup>™</sup>) ናታ<sup>®</sup> ፈቮ<sup>™</sup>.</i>
<b>Chairman</b> : As always, Ms. Okpik, thank you very much for your candour and information-sharing. We will break. I would just like to take this time to thank	<b>Δ•୵≪ϷϹ·</b> Ϸ(Ͻ <sup>ϳ</sup> ϞϷႶͿϤ)։ ϹϷϭͿϿ <sup>ͺ</sup> ϧ ϽዋረՐ⊲ႪႶናረናላናርናልና ርΔL Ͽ <sup>ͼ</sup> ϷϞႱϷΔ°ฉ <sup>ͺ</sup> ϭϭϤϚ·Ϲ.
Mr. Wilson for accommodating our	ϷΔ <sup>ᡄ</sup> ᡪᡨᠴ ᡬᡃᢦᡰ᠋ᠴ᠋ᡷᡉ ᠘᠋᠋᠋᠋᠋᠋᠋᠋᠋ᡦᢐᢛ᠋ᠺᠻᡊᡘᡆᡪᡬ᠅ᠾᡄ᠋ᢗ᠘ᢩ᠌ᡰ

schedule. He has deferred himself 'til tomorrow to allow us to have the Department of Education at the witness table for a longer period of time.	ᡬᡃᢆᡰᡆ᠋᠆ᢗᡃ᠙᠋ᡠ᠍᠍᠍᠆ᡆ᠋᠉ᡃ᠋ᡖᢂ᠋ᠧ᠆ᡧ᠔ᡦᢄ᠆᠆᠆ ᠋᠄᠋ᡖᢄ᠆ᡧ᠅᠋᠉᠆᠆᠆᠃ᡷᢑᢄ᠆᠆᠆᠆ ᠘᠆ᡨᡆ᠋᠋᠋᠋᠆᠆᠘᠆ᡩ᠘ᡩ᠆᠕ᢖ᠋᠘᠆᠆᠆᠆
We will return at 1:30 with the Nunavut Teachers Association in the witness chair. Thank you.	1:30 ▷∩ናσ⊲ኈ>Jና ዾዺዎ⊦୮ ∆୯ᢣሏጵና Ხጋኑኦኄስበሶኈቦና ለኄዞበቦጔቦና. ኄዛዮዺቮካ.
>>Committee recessed at 12:21 and resumed at 13:32	᠉ᠫᠴ᠋᠋᠉ᢑ᠋᠔᠘ᢩ°ᢩᡆ᠉ᠫᡗ᠋᠋᠋᠌᠌᠌᠋᠋᠋᠋᠋ᡗ᠋᠘᠂ᢞ᠉ᡃᡉ᠋ᢐ᠉᠋᠘ ᡅ᠋ ᡅ
<b>Chairman</b> : Thank you, everybody, for coming back after lunch. I realize it was a short lunch break, but I thought it was a good use of the time that was available to us to keep us on our schedule.	<b>Δ•/ペÞርጭ</b> (ጋኣትበJና): ኘժታ°உ广ঁካ, Δ೨°உጘ, Ϸበናነł σሲላσቴካነትጋ. ሷ, ኘዖርΓንጋካ σሲጭዕኦፈንኦህጋላጭ, የተላσ ላጋናበላጭዕኦታዎና ርΔካժላ ΔϧናናΔና, ላንሥLበσላናናር.
This afternoon, we're starting off with the Nunavut Teachers Association and we've got Mr. Jim Kreuger here representing along with Emile Hatch and Heather Campbell. I would like to invite Mr. Kreuger to provide his opening comments. Thank you.	CLጋLσ Ϸ°ጔኣ, ለቦላዖበቦσላኈርዎና ር፞፞፞፞፞፞፞፞፞፞፞፞ሪ ዾዉዎኑΓ Δርኣሏትና bጋንትኄበሰጐቦና, ት dንሁ ር፞፝፞፞፞፞ የካሁኈጋሏኆኈ ላኑLጋ σϷና ዘላና, ዘላጋ ቬኑ>ጔ, dንሁ ላሰ Lጋሏኈፖነላበኈኇ ዾኇቴይኦፖኄርርኦሲና. ናሪታ°ዺ广ჼ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. Thank you to the <i>Education Act</i> Review Committee for providing the Nunavut Teachers Association an opportunity to speak to the submission.	<b>ፅትሁ</b> (ጋኣትበህና): ናdታ°ዺቮካ, Δካረペኦርጭ. ላዛሬጋ ናdታ°ዺቮጭሩንቦና ርካdላ ናዖΓናንፈካርኦበና ጋቦና ወፈይዛΓ Δሮ°σላጭጋሮሲንካሪና ደሮሁንቦና.
My name is Jim Kreuger and I am the Vice-president of the Nunavut Teachers Association. I'll be speaking to the submission today.	᠈᠆᠔ᡷ᠋᠋ᠯᡧ᠋᠊ᡁ᠂ᡧ᠋᠋᠅ᡁᡘᢛᡠ᠆᠋ᠫᢦᡗᡄ᠋ᡊᠶᡃᢤ᠋᠘ᡄᢣ᠘ᡷ ᡖᠫᡄᡄ᠋᠋᠋ᢐᢕᡤᡐᢉᠣ᠋ᢩᠴᡄᢂ᠋ᠮᡄᢩ᠖ᢕᡗᢣ᠌ᢂ᠋ᢁᠿᢌ᠔᠋᠘ᠴ
I'm joined here with our Executive Director, Emile Hatch, and with the NTA Member Services Administrator, Heather Campbell, both of whom were authors of the submission. A third author, our President, Terry Young, sends his regrets and would have been here himself to make this presentation if it had not been for a previous engagement.	ርኖዊታቴስበቦታቴ በበናናልጐፐ ላኦሬናበትቦታኦተኈ ታኦ ዘላፍ ላዛሬ ላቴሬ ላቴሬ ትር አንድን ላዛሬ ስቴንት ሮቴժላ በበናቴታኦታኦሬ ምንና ላዛሬ እሉ አንቲ ላቴሪ የቴንኖ, በላሲ ታን, ሀገፋንንጭ ሀኦግሪዮ ልግጥ ፈረፈውን የ እንፈበቦና ጋታው ቴሪፈኖ ልግጥንም.

Although I had identified Heather, Emile, and Terry as authors, they're really more accurately researchers, distillers, or compilers of the report because the report really voices our entire membership.	ዘ⊲Ͻ, ΔΓϷ· ϤϤ በ⊲ሊ Ϲ·Ϳͼϭ በበናϲϷኈበ·ͻቦ· ኄϷϷϞ៶ኈበ·ϲͺ៱ϷϲϷ·ͽϽ· ϧበኈ៸ϪϷϷϲϷʹͽͺͻႶ·ͻ ϹΔ·ϭϭ·ϧ Ϸσ·ϧϲϤϲϲϷʹ·Ϲ·Ⴖ·ϭ·
Format for this report	⋗ <b>σ</b> ϷϳͻϧͺϩϷϿϨϹ <sub>ϭ</sub> ͱϘϧ
Mr. Chairman, I'll now speak to the format of the report.	ద్రి అంగా సింగా
The Nunavut Teachers Association is defined by the NTA Act ( <i>Nunavut</i> <i>Teachers Association Act</i> ) and follows seven objectives that are spelled out which define us. This submission is organized according to the objectives of this <i>Education Act</i> or the <i>NTA Act</i> , as well as six areas of NTA responsibilities as outlined by the members in their strategic plan.	ወዲዎዛር Δ୯ኣሏትና ᲮጋንትናᲮበሶዮዮና ወዲዎዛር Δ୯ኣሏትና ᲮጋንትናᲮበሶዮዮናር ለናቴታናቲላዮዮናበህና ኣኈዸ፟ት፦በርዾፇና ኦዮላ በበና፦ርዎና ጋናቴኬናና ጋቦቴው Δ <i>ሮዮσላጐጋርኪσናህና ለናቴትናቲላ</i> ጐ Δጋሮዮዮና ላዛ ለታ፦ኣ፦ርኪታኦፖሬታዎና ጋዮርላዖሰና ነና ናኄኦቦዮና.
The strategic plan resulted from a yearlong process of consultation and feedback and the points at which this presentation will be organized around include:	ϷʹϧϲͺͼϧͶϲͼϲϲϷͼϧϽͿͼϣͺϹϭͼϥϥͺϘϲϯϭϧͼ Ϥ·ϹϿͺϷͼϷϧϞϭʹͼϿϲͺϷϥϥ ϥͼϧϧͼϹϷϞϹϣͼϲϲ;
1. To provide membership protection and support;	1. △ᡄՐᢣᢄ᠋ᡠᢗ᠌ᠺ᠊ᡲᢛ ᢣᠫᡃ᠋ᠮ᠌᠌ᠺ᠅ᢗ᠌ᠺᡃ᠘᠋᠋᠋᠋ᡔᠬ ᠘᠋ᡶᠯᢛᡝᢛᢗ᠌ᠺ᠋᠋ᠴᡣᡃᠴ
2. To provide relevant, student-centred, teacher-driven professional development;	2.
3. To represent the membership with affiliates, the employer, and the public;	3. ᠘ᡄᢉᡃᢣᢂ᠋ᢑ᠘ᢣ᠋᠅᠋ᡬᡄ᠘ᢣ᠋᠅᠋ᡤᡄᢗ᠅᠋᠔᠖᠘ᡔ
4. To promote solidarity with an informed, active membership within the association;	4. Ხጋ᠈ᢣ᠋᠖ᡅᠡ᠂ᡏᢗᠺᢣᢂ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
5. To promote teacher orientation, mentorship, and retention; and finally	5. Δლ\ΔϷͼ Δლ°σϤჼͽႶϹϷʹͽϹʹ·ϿႶͼ Ϥϭϭ ϹʹʹϨϭͼʹϧϪͽϫͽ ϪͽϷϫϪϧʹϷͼϹϭϤʹͰϹ

<ul><li>6. To negotiate and safeguard the NTA- GN collective agreement.</li><li>References to the Ed. Act show up in red</li></ul>	<ul> <li>6. Ϟ&gt;ͱΓϟʹͽϹϷϟLϿՈ<sup>ϧ</sup> ϹΔ<sup>ϧ</sup>dϤ ϿႭϿ<sup>ϛ</sup> Ⴑ≪L<sup>ϧ</sup>d<sup>*</sup>ዮናႶͿና Δ<sup>;</sup><sup>ϧ</sup>ϷͽΔϟ<sup>;</sup><sup>ϧ</sup>Ϻ<sup>ς</sup> Ϥ<sup>*</sup>ዮϨϺ<sup>*</sup><sup>κ</sup><sup>c</sup>.</li> <li><sup>;</sup>ϧϛϞϷϟϷ<sup>ζ</sup> ΔϷϤ<sup>;</sup><sup>ϧ</sup>Ϸϐ<sup>*</sup><sup>κ</sup><sup>κ</sup><sup>c</sup><sup>λ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup><sup>μ</sup></li></ul>
whenever we refer to the existing Act. It should be noted that in some places of the submission, we have chosen to raise issues that teachers have identified as problematic. We have not offered specific solutions on new language for all of these issues, but we have offered suggestions for what NTA feels should be the intent of these changes or additions to a new or revised <i>Education</i> <i>Act</i> .	Λ <sup>5</sup> dy <sup>5</sup> d <sup>4</sup> Ϸ <sup>5</sup> bΡ <sup>2</sup> L <sup>4</sup> C. <sup>5</sup> bP <sup>2</sup> Lσ <sup>4</sup> S <sup>2</sup> Δ <sup>2</sup> C <sup>4</sup> σ <sup>5</sup> d <sup>5</sup> , <sup>5</sup> bP <sup>2</sup> <sup>5</sup> b <sup>5</sup> C <sup>2</sup> Lσ <sup>4</sup> G <sup>5</sup> C Δ <sup>2</sup> C <sup>4</sup> Δ <sup>2</sup> <sup>6</sup> Δ <sup>3</sup> C <sup>4</sup>
Much of the research that our members provided us was through a survey conducted by NTA in partnership with the Canadian Teachers' Federation (CTF) in 2014. Five areas of concern were drawn to our attention and they include:	ჼᲮ₽ᲑᲐᲑᡄ₽ჼℾᢣᲙႽ ᲮჂჼᲑჼᲮᲘՐႦჀჂႠ ᠕ჼᲮᲘՐႽჂႶ ᲮႭႠℾ ᲑᲚᲐᲑჼႽ ᲮჂჼᲑჼᲮᲘՐႦՐႽ 2014-ℾ. ϷᲫჃ ϷᲫⅆႮჅႽ ჃᲮႼჾႦႶႠႲႼႶႽ
<ul> <li>Increasing time available for planning and preparation,</li> <li>Improving support for children with special educational needs,</li> <li>Increasing and improving resources,</li> <li>Improving ESL/FSL student programs, and</li> <li>Increasing support from school administration.</li> </ul>	<ul> <li>Λ&amp;Ρ_&gt;</li> <li>Λ&amp;Ρ_&gt;</li> <li>Λ&amp;Ρ_&gt;</li> <li></li> <li>&lt;</li></ul>
This presentation also reflects members' responses to a survey conducted by the NTA curriculum support committee that was conducted earlier this year.	ᡧᡃ᠋᠋᠘᠊ᠴᡆ᠌ᢩᢞᡃ᠋ᡏ᠂ᡏ᠋ᡔᡄᡃ᠋ᠲ᠋ᢕᠵ᠋ᢦ᠅ᡥ᠂ᡧ᠘ᠴ ᡏ᠕᠋᠋᠅ᢧᢄ᠂ᡋᠫᡷ᠋᠋᠖᠘᠅ᡷᢐ᠋ᢕᡤ᠂᠋᠋᠖ᡃ᠋ᠺᢣ᠘ᡄᢂ᠋᠅᠑ ᠘᠋᠘ᢧ᠂ᡏ᠋ᡬᡁᠮ᠕ᡴᡆᡄ᠋᠋᠋ᡬ᠉᠖ᢂ᠆ᠴ᠋᠋J.
These results echo issues raised by our membership in conversations that we continue to have on an ongoing basis. It is with these concerns in mind that we present this submission today.	ϤᡃLᠴ ϷჼႦϷჄሒᢣϷᢞ ϷჼႦჼႺჼႦႶቦჼႦჼႠჼჼჂႶჼႻ ϹΔჼႻϥ ჃჼჂჼჼႠϷჾႵና. ϹΔჼႻϥ ΔჇĹჂႶቦႸዎና ለነፈႶႶჼჂႶჼ ϷႻჃ ϷჼႦϷჇჼϞჼჼĊჀჇႱႸዎჼ.

educational goalssources of information when it comes to making educational decisions affecting the school lives of their students.	
Teachers, as frontline educational professionals, need to be given the trust and responsibility of delivering educational opportunities to students. They need to be given precise and consistent support, direction, tools, and input into educational decision-making. With this, teachers will be able to use the professional skills to enhance the learning experience of Nunavut students and assist their students in achieving	Δϲ·ϞΔ <sup>;</sup> <sup>5</sup> Δϲ·ϞΔ <sup>,</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> Δϲ <sup>-</sup> Δ <sup>,</sup> <sup>5</sup> <sup>6</sup>
This section of our submission centres on issues surrounding teachers and their everyday work with students in classrooms. Teaching and learning are inextricably linked. As we know, the working conditions of teachers are the same learning conditions of our students. The learning environment of students plays a pivotal role in how welcome, successful, and supported they feel in school and classrooms.	Ċჼðð በበናჼትረሁን ለነትርና ልሮትልትና ላት ጋ ቴኦርቪ የትሪከሙ ለሮሴ የርናም የና ልሮት የንጋኖ ጋ ልሮ የሚሰናበσ የስ ልሮት ልም ልሮና የርማ ን ላር ኦፖ ኦቲር የ ርሰላ ጋ ላጋ የሶር ኦ ላይ የ ኦር የ ነው ል የ ኦ ካ ሰ በ የ ውና እና የ ነው ል የ ኦ ካ ሰ ሰ የ ነው እና ነው ስ ነው
Mr. Chairman, the first strategic plan item, "To provide membership protection and support," leads us to four issues that we raise with regard to the <i>Education</i> <i>Act</i> .	᠘ᡃ᠈ᠡ᠙Ϸᡬᡃ᠉, ᡬ᠊᠌᠊ᡅ᠂ᡃ᠋ᢟ᠆᠋᠆᠋᠉᠅᠆ᠺ᠉᠆᠆᠅᠋᠘᠉᠂ ᠕᠈᠊᠍᠊ᠺ᠋ᡊᡄ᠋᠋᠋ᠺ᠄᠘᠊᠋᠆ᢄ᠂᠘᠅᠋ᠥ᠘ᢣ᠅ᡣᠦᡃ᠂ᡬᡃᡆᡆ ᡣ᠋ᡪ᠘᠋᠋᠋ᡪ᠅᠋᠙ᢗᠤᡄ᠌ᢄ᠋᠉ᠫ᠂᠘᠆᠆ᠳᡏ᠋᠋ᡏ᠋ᠳᠧ᠋᠋ᡘ᠋ ᠕ <i>ᠮᡆᡰᢣᠮ</i> ᢣᠯ᠋ᢁ᠕᠈ᢣᢉ᠋᠋ᠬ᠆ᠴ᠋᠋J.
NTA Strategic Plan Item 1	<b>⊿</b> ዉዎΓ ∆ϲ·ኣΔኦ፞፞፞፞ ጜንንኦኄኈሶ፞∿ዮና ኄበL⊳በ 1
As I state again, this is a collective voice that can be tied back to survey results and conversations and that although you will hear my voice today and I might be off key at times, I can assure you that I do represent a very robust NTA choir.	Ϸჼbʰbơ՟೨ <sup>°</sup> Ს, ϷdϤ ᲮϽϞ϶ϽϹ ϤϹϷϟϷ՟ϿϹ ϤϹϷϟჼℾჼ ϭ᠕ჼbჼͽͻϹ ϷჼbϷϟሊϧዎና Ϸჼb՟ᡄჼᲮႶႶჼႦჼႺჼϭჾჼႫჼ ϭ᠕ჼႦϚϿϤჼჼႶჼჂჼႱ ՔႱჼჼჂϪႵჼႱ ᲮϽϞϟჼႦႶႶϿና ϪϲႶϧϷჼႦϹϷႵႻ.
A a Latata again this is a collective voice	

The first issue that comes under this heading is the student-educator ratio and inclusion: class size and composition issues.	ር፟፟፝፝፝ ዸ፟ኯ፝ኇ፝፝፝ ፝ዻ <sup>ֈ</sup> ፟፝፞፞Lጏ Δ፫፟፟፟፞፞፞፞
93.1 percent of Nunavut teachers surveyed identified that their class composition contributes significantly or somewhat to their stress level. In the CTF survey, 48.3 percent of Nunavut teachers identified large class sizes as a stressful aspect of their work. It's clear to see that stressful teaching means stressful learning.	93.1 >  అంక్ దెంటర్ రింటర్ సిందింట్ సింది సిందింటి సిందింటి సింది సింది సింది సింది సింది సింది సింది సింద సింద
In addition to the class size, 41.3 percent of Nunavut teachers surveyed estimated that 30 percent or more of their students in the classes they taught last year had individual education programs. Nationally, this is only 16.5 percent. We have nearly double the national average of students on IEPs. And IEPs don't tell the whole story.	ϤϤͺϽ ϹΔLΔϚ <sup>*</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>7</sup> <sup>6</sup> <sup>7</sup> <sup>6</sup>
A further 70.7 percent of Nunavut teachers surveyed identified the development and implementation of IEP programs significantly contributes to work stress and that 93.1 percent identified program adaptations or modifications for students who were not on IEPs.	70.7 >५° ౨ౖౖѻౖ≫౺ౖ దౖౖౖౖ৸దౖڬఁ ⋖గిఈ౫ౕంౖ౦౫ఁ ౿౨ౖౖౖౖ∆ౕం౫ౖౖ ▷ૼdLΔ <sup>៶</sup> ५⋗∩Րᢣ⋗ౖౖ⋗ౕం⊃ና 93.1 >५୮౨ ౘౕం₽Ր⋖ఴ౫ౕౕంఁౖౖౖ౿ౕౢౢౢౢౢౢౢౢౢౢౢౢౢం౸ దౖౖౖౚౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢ దౖౖౖౖౖౖౚౢౢౢౢౢౢౢౢౢౢ
NTA believes that the adjustments and support each student requires in order to meet the appropriate curricular outcomes, i.e. the class composition, should be a deciding factor in class size. If it is reasonable and practical to consider the needs of all students when deciding on individual adjustments and supports, does it not follow then that it would be reasonable and practical to consider the average required individual adjustments	Δ፫ኣ <sup>ኈ</sup> ር⊳ጚ ላጋσ Δ፫ <sup>‹</sup> <՟፫ላ՟ጋበ <sup>ና</sup> ά <sup>ኈ</sup> ₽ፖ <sup>ኈ</sup> ር⊳ኘኦርሲላ፫ና ኄካንዮሙ Δ፫ኣΔናኮርσላናጊ <sup></sup> <sup>°</sup> ኒና. ΔፖLቦንΔ° ዉሊታሊላናኮ <sup>ሙ</sup> ርዎና ርΔ <sup>6</sup> d4 Δ፫ኣ <sup>ኈ</sup> ጋና Δ፫ <sup>°</sup> σላዖበነኣ <sup>ኈ</sup> ቦና ፈ <sup>™</sup> PናርኦԵ <sup>°</sup> σበናጋቦና. Ld4 ላጋሊላናኮናም <sup>°</sup> ቦና ΔፖL፫ኦዖበቦታኦ፫ <sup>ኈ</sup> በናጋቦና ጋርΔ <sup>6</sup> d4 Δ፫ኣዖበ <sup>ነ</sup> ኣ <sup>ኈ</sup> ቦና ኦ <sup>®</sup> «ዲን <sup>°</sup> ታና ናኮናበም Δ፫ኣΔσላናጊ <sup>°</sup> ኒ

and supports when deciding on appropriate student-educator or student- teaching ratio? Last evening during the public consultations, many of the presenters echoed this very same concern when they asked for programs that reflected culture, academics, and language, as well as the general program that was being offered at the school. NTA agrees with this, but realizes that it does require more teaching support to achieve.	Ϸ°᠊᠌ᠴᢩᠤ᠈᠘ᠴᡄ᠋᠋᠋ᡶ <sup>ᢑ</sup> ᡅᢕᡄ᠋ᡅᠺ᠅᠘ᠴᡄ᠋᠋ ᢄ᠋ᡃ᠋ᡋ᠌᠌᠌᠌᠌ᢄᢣ᠅᠘ᡘ᠋ᢩᡘ ᢄ᠘ᢣ᠋᠅ᠫ᠋᠅᠖ᢗᡄ᠌᠌ᢄ᠅᠑᠅᠘ᡘᡱᠴ᠋ᢩ ᠖᠘ᢣ᠋᠅ᠫ᠅᠖ᢗᡄ᠌᠌ᢄ᠅ᠫ᠅᠌᠘ᡩ᠋᠘ᡩ᠖ᡘ ᠘᠆ᡩᠣᡏᡩᡕ᠋ᢋ᠋ ᠘ᡔᡨ᠋ᡆ᠋ᡬ᠋ᡬ ᠘ᡔ᠋ᡩ᠋᠘᠅᠘᠅
The introduction of the literacy coach or learning coach last year put great stress on classroom teachers, as these positions were often pulled from teachers that were currently in the classroom without increasing the school's PYs. In these schools, teachers were partially or fully removed from their classroom teaching duties in order to carry out their new role as literacy or learning coach. These schools did not receive extra classroom staff allocated to counteract the effect of this removal. Although next year, staff will be provided with learning coach positions, the stress that was provided this year was in addition to the already stressful situation that teachers find themselves in.	ΠΠϚͺͺϷ <sup>;</sup> <sup>5</sup> <sup>4</sup> <sup>5</sup>
NTA recommends that in the future, this type of action be planned and not ad hoc, that it be proactive and not reactive. The current Act states that the student-	
educator ratio should be related to the Pan-Canadian Education Indicators Program's most recently published results. Our research shows that the most current results that we could find are published from 2011. These are four	ΥΘσ <sup>1</sup> \Π <sup>6</sup> σ 4) <sup>-</sup> <sup>5</sup> d <sup>3</sup> c <sup>3</sup> d
years old. This means that, and if you look at the results that lead up to 2011, every year shows a smaller and smaller	ᠴᢗᡃᢆᢣᡶ᠋ᡄᡃᢛ᠄᠙ᡏ᠄ᡝ᠌᠙ᡄ᠉ᢩᡔᡗᠬᡃᡆ᠄᠌2011-ᠮ ᡣᡃ᠋ᢣ᠘ᠳ ᡧᡃ᠋ᡪ᠋ᢆ᠍᠊᠋ᡰ᠋᠖᠆᠋ᡬ᠄᠘ᡩ᠋᠘ᡩ᠋᠘᠆ᠴ᠋ᠴᢗᢂ᠆᠅ᡩ᠂᠋ᠬ 2011-᠘᠋᠋᠋ᡗ᠋ᠬ᠋᠙᠆ᡎ᠋᠍᠍᠍ᢋ ᠈᠋᠘᠆ᡩ᠆᠆᠆ᡘ᠘ᡨᡆᡄᢂ᠋᠅ᠫ᠅᠘᠋ᢂ᠋ᡏ

student-educator ratio. Already we are four years behind where we should be, even with our own indicators that the department is using.

Another problem with the current [student-educator] ratio is that it pits schools against schools because it defines the ratio not per school but per district or community. Following the currently written student-educator ratios in Nunavut, they are calculated per school district instead of schools or per classroom and take no consideration of the classroom composition factors. In the opinion of NTA, this makes it highly publicized and the often touted studenteducator ratio number is irrelevant and ineffective. Following this formula does not ensure that teachers and students have the safest, most effective learning environment that the Department of Education could provide.

# Decision-making Regarding Student Promotion

The second issue that we would like to bring up under the first item of our strategic plan is decision-making regarding student promotion.

Sections 15 and 168(6) of the Nunavut *Education Act* call into question the role of the professional classroom teacher in making decisions regarding student promotion.

NTA believes that there should be a defined role for classroom teachers in decision-making regarding student promotion. Decisions regarding student promotion, retention, and acceleration should be made with the academic, social, and emotional needs of the student in mind. What is best for the student ۵୯५२ <sup>،</sup>២ነ/ም ۵୯५۵۴ ଜ. በኣደኦሮሲ<sup>ኈ</sup>ኯበኁጋ ላ፡ሩ፞ሁ ላσሀሮኈጋ፡ ርኮሪ ኦም፱፡ ኣኈዖርኦሬኦኈበኁጋቦና.

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ላ∆<sup><</sup><∿ሁ, ∆ዞイペϷĊ<sup>™</sup>, ኣ<sup>™</sup>₽ჼσላႠ<sup>™</sup>ርና Ċ<sup>₾</sup>Ⴍ イ≫<sup>-</sup>⊂Ϸ<sup>™</sup>ϷϷՈ<sup>™</sup>ンJ. ∆ረL⊂ϷʔႶჼႦዖ<sup>®</sup>Ⴍჼσ<sup>™</sup> Δϲኣ<sup>™</sup>Ⴖჼ ላረላጔና ჼd<sup>₡</sup>ペパ<sup>®</sup>σ<sup>™</sup>ኣ⅃<sup>ዸ</sup> 」<sup>™</sup>በ<sup>™</sup>ርϷσላ<sup>™</sup>Ո<sup>™</sup>ンቦ<sup>©</sup>.

ΔϲϞΔϷʹ Δ/LϲϷΡΛ·ͽϲϥϲ· CLϽΓ<sup>®</sup>υ. ʹϭͿʹϨϲͺϤ<sup>®</sup>CϷϭϤ<sup>®</sup>Λ·ϿϹ Δϲ<sup>®</sup>ϭϤʹϭ<sup>®</sup>ϒϲ Ρ/Ͽ·Ϲϲ Δ/LΓϞϷʹͽϒϷʹϞϷϿΛ ʹϭͿʹϨϒ<sup>®</sup>ϭ<sup>®</sup>Ϟϳϲͺϥϲ·. CΔLΔ<sup>C</sup>Ͻσ<sup>-</sup>Ͽ Δ/LϲϷ<sup>®</sup>ΛΓϞϷϭϤ<sup>®</sup>Ͻ<sup>2</sup> Lϲυ<sup>®</sup>Λϳ<sup>®</sup>υζ<sup>+</sup>Ͽ Ϥ<sup>L</sup>Ͽ ΛϲϷΡΛϳ<sup>®</sup>ΛϹϷ/LϞ<sup>2</sup> ϤϽ<sup>®</sup>CϷϿΛ<sup>2</sup>.

should be at the top priority of everyone involved in such decision-making, including those that set forth the regulations and directed by these decisions at the school.	
Currently in most Nunavut schools, this is done by the school team. We believe that in some schools, school teams as defined in section 90 of the Act have not been established and are not meeting on a regular basis. In schools that have established school teams, those school teams are required in the Act to consult with classroom teachers when making decisions about inclusive education supports, but they are not required to consult classroom teachers with regard to issues of promotion, retention, or acceleration.	ϼϱ͵ϘͱϚϪϲϧʹͽϪʹϭͺϤʹϞϧͼϷϧϒϷϭͺϪϲϧʹͽϪʹϚ ϤϽͽϲϹϷʹϷϲϚͽϽϚͺϹʹͼͺϼϿͰͺϜ·ͺͺͼϧϷͶͺϲͼͺϤϽͽͼͺͻͿ ϤϤϲϪϚϿ·ϤϚͺϷͶͺϗϷϚϾϫ·ϒϚϽϚͺϹϪͼϤ ϷϽͽʹϷͽͶϮϚͺϹϲ·ϤͶ ϪϲͿϲϲϷϨͶϚϷϬͼϹϚϭϤʹͽͶϚͺϿϒϚͺϷ·ϤϲͺϹϚ ϤϹϷϟʹ;ϚϹϹϷϿͶ·ͺϹϹͰͼϤ ϪϲͿϲϲϷϨͶϚϷϿͼϚͼϿϚͺϹϪʹͼͺϪϲϧϪ ϤϪϲϧϷϲͺϷͼϫϔϚͶϤͼͶϚʹͻͿͺϤϒϤϼϚ ϼϧͶϲͺϤϚϷϛϭϲ;ϹϧϳϚͺϷϭʹͼϧϧϧϣ ;ϤͼͺϨ;ʹϧϲϣϧϧϳϣϹϷϭϥ;ͺʹϳϲ
Also on page 8, you will find that it seems to NTA that we should be considering promotion, retention, and issues of acceleration the same way that we consider issues of inclusion, that student promotion is an inclusive issue.	L <sup>b</sup> ለし <sup>‰</sup> 8-Г Сdσላሊዎł ഛዎኑΓ Δ୯ኣሏጵና bጋንኦነ6በሶኈቦና ΔለĽካኣዮኦኦንበናክሊላትና ሥbσኈኣጋና ናd«ዊパъσኈኣጏ፞ኈርኦσላኈሩና, ናd«ዊሊላኈለσናΓ ላኮጋΔσናbናLና ኦናbናbበቦኦኦናbናርሊላትና
Classroom teachers need to be consulted and it is crucial that they should be included in the decision-making process and that classroom teachers and parents, for that matter, should be part of this process and this process should be consistent throughout the territory.	ΔϲϞΔϷʹ ΔϲϞΔϷϐϭͼϔ ϲʹͼϫ ΫΫͼ ͼͿͼͼϳͼϭϥ;ϧͼ ϭ;ͳ; ϭϧϿͼ ϲͺ; Ϲ; ϿͼϲϧϿ ϭϽͼϹϷ;ϷϲϲϿ ͼϲϲϳ; Δϲͼϭϥ;ϣͼ
<b>Bilingual Education Targets</b>	Lና <b>፟ትኈ</b> σϷ Ϸና <b>ϧ</b> ϷϟͼϿϲ Ͻ <b>ϛ</b> ቦͱϒϘϲ
Mr. Chairman, the third issue that I would like to raise are bilingual education targets.	᠘ᡃ᠈ᢣ᠙᠌Ϸᢗᡝᡃᡃᢆ᠍, ᡬᡃ᠋᠊ᡅ᠕᠋᠋᠋᠋᠅ᡶ᠋᠅ᢗ᠅᠋ᠳᡄ᠋᠊ᡄᢂᡴᡳ᠋᠘᠅᠋᠋ᠮᢣᡪ ᠘᠄ᡠ᠘ᢩ᠂ᠳ᠈᠖ᢂᢄᡔᠯᢤ᠋ᡡ᠂ᡏ᠋ᠫᡝᠴᠥ᠘᠋᠋᠋᠋ᡄ᠆ᠳᡏᡃ᠋᠖᠋ᠬᠳ᠋ᡃ᠅
The Nunavut Teachers Association, like all stakeholders in education, is aware that there are problems that exist in our system. We are also aware that some of	ΔϲϞΔϷͼϧϿͻϷͽϧϿϽϔͼϲͼͼͼͼ ϤϷϷͼϧϲϲϷͻϽͼϷͼ;ϲ ͼϷϷϧͳϲͺϷͻϽͼϼϲͼ ͼϫϿͶϷϷ;ϷͼϿͼϭͼ ϲϿͼϧϹϿͼ ϲϿͼ ϲ; ϲ; ϲ

the goals and deadlines set and amended in the *Education Act* are not likely to be met as they are currently written. NTA does not propose to hold the answers to these targets or how to create the changes necessary to achieve them. We do believe, however, that our membership plays a vital role in the system and can be an important partner in the improvement of the system. We also believe our members often feel department or legislative goals are set and as frontline staff, we bear the brunt of trying to make these goals happen or blamed when the targets are missed.

Section 23 of the Nunavut *Education Act* sets a goal of having all students receive a bilingual education. NTA has in the past and will continue to support this goal through various initiatives. Despite our shared goal of Nunavut's education system being fully bilingual, we would be doing a disservice to our members if we were not to take the issue of the 2020 deadline in section 28 of the Nunavut *Education Act* seriously.

Also on page 9, we would like to reinforce that it is teachers who, if given the appropriate curriculum goals, resources, training, support, time, and safe spaces to teach their students, can create tremendous positive change in the system. Teachers are the primary means of delivering a bilingual education. Without qualified, professional, dedicated teachers, this goal will not be met.

Currently, the teaching staff in Nunavut schools is not equipped with the language skills, curriculum outcomes, nor the curriculum support resources required to meet the system-wide goals by any deadline, let alone 2020. It is this L<sup>b</sup>ΛႱ<sup>ŵ</sup> 9, Δϲ·ϞΔϷϷʹͻϹ Δϲ<sup>~</sup>σϤΡՈ<sup>b</sup>Ϟσ<sup>b</sup> <sup>ś</sup>b<sub></sub>Δ<sup>c</sup><sup>-</sup>Ͻσ<sup>b</sup> ΛϧϞ<sup>ŵ</sup>νϞLσϤ<sup>s</sup>L<sup>\*</sup>ὑ<sup>c</sup> Λϲ<sup>L</sup>b<sup>+</sup>Δσ<sup>sb</sup>, Δϲ<sup>~</sup>σϤ<sup>s</sup><sup>b</sup>Π<sup>c</sup>Πσ<sup>sb</sup>, Ċ<sup>b</sup>dϤ Λ<sup>¢</sup><sup>c</sup><sup>-</sup>ϷΠ<sup>c</sup><sub>-</sub>α<sup>-</sup>Δ<sup>j</sup><sup>°</sup>Δ<sup>s</sup><sup>b</sup><sup>-</sup> Δ<sup>ν</sup>ϲ<sup>c</sup><sup>c</sup><sup>s</sup><sup>6</sup></sup>C<sup>b</sup>ν<sup>L</sup><sup>b</sup><sup>-</sup>C<sup>s</sup> Δ<sup>ν</sup>τ<sup>c</sup><sup>c</sup><sup>s</sup><sup>6</sup><sup>s</sup><sup>b</sup><sup>-</sup>C<sup>b</sup>ν<sup>L</sup><sup>b</sup><sup>-</sup>C<sup>s</sup><sup>b</sup><sup>-</sup></sub> <sup>b</sup><sup>s</sup><sup>b</sup><sup>-</sup>ν<sup>b</sup><sup>-</sup> 4<sup>3</sup><sup>s</sup><sup>-</sup>D<sup>s</sup><sup>b</sup><sup>-</sup>

situation that is causing stress. As was
registered in the CTF survey that I quoted
earlier, 72.4 percent of Nunavut
educators surveyed stated that continuous
change in curriculum direction either
somewhat or significantly contributes to
the stress they feel in relation to their
jobs, and 93.1 percent of Nunavut
educators surveyed said that insufficient
human and material resources to support
the curriculum also contributes to their
stress.

Arguably, a review of all approved teaching resources, curriculum, and guides would reveal a severe lack of resources and documents ready to use for the early grades in the Inuit languages. These supports and teaching tools should be of primary importance to a system which purports to be working toward a goal of bilingual education. It is our locally trained, Inuit educators who are most often told to find resources on their own or create them ad hoc as they teach or translate them simultaneously as they teach from an English document. This is on top of the time that they already spend planning, assessing, teaching, and reporting on the progress of their students.

NTA would like to suggest that rather than an external review, we conduct an internal review with safeguards to protect these teachers so that they may give honest input into how to improve this system. Language of instruction models and the literacy initiative that we currently are beginning to implement are currently at odds when training resources are only available in English.

To review, on page 10, with respect to the bilingual education goal and the timeline associated with it, NTA is of the ٩/²٤
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opinion that all educational staff, but especially those charged with delivering these bilingual programs, need to be an integral part of setting, reviewing, and implementing these goals. Further, if these goals are to be set out in the Nunavut Education Act or regulations, then the tools necessary to achieve these goals must also be recognized in the legislation or regulations and that includes the curriculum, program materials, and training to the teachers so that they can deliver these programs, and that these new initiatives are not at odds with already existing department goals, such as language of instruction.

#### **Disciplinary Matters: In-school Suspensions**

The fourth and final issue for this point are disciplinary matters or in-school suspensions.

NTA has concern with the language of this section in respect to decision-making regarding the suitability of in-school versus out-of-school suspensions. It seems to NTA that the school is the default position for all suspensions and calls into question issues of space, supervision, and safety.

With respect to space, it is not only the availability of space, but the type of space that we are concerned with. A staffroom, a staff workroom, counsellor room, and an outer office are not suitable places for students to serve in-school suspensions nor is the classroom that the student is being suspended from. Issues of confidentiality and workspace need to be considered.

With respect to the availability of supervision for the student, we question

### ዻ**ഛ՟ᡄ**JCÞՙ**₺**<sup>ᢑ</sup>C<sup>ኈ</sup>ጋና: ᠘᠆ீᢦ᠋᠊ᠳᡐᡃ᠌᠕Ϸʹ Δᠴᡐᠥ ᠴ᠋᠋᠉ᡃᢑᡶᢕᡗᠺ᠋ᠠᡩ

ᡣᡪ᠋᠋᠋᠋᠆᠘᠂ᠳᠧᢛᢅ᠆᠅᠂᠘᠈᠆᠘ᠴ᠋ᢩᠣ᠉᠋᠆᠖᠘ᡃᢦᠯ᠋ ᠆᠋᠋᠋

ΔϲϞΔϷͼ ϧϽͽϷͼϧͶϳͼͼ ϷͼϧϷϒͽϧ ΔϥϳϿϲϧͼϧϫ ΔϲϯϿϧͼ ΔϲϞϿϷͺϒϿϤϘ ΔϲϟϿϷ;Ͽͼ϶ͼ ϥϲϳϿͼ ϤϘͶϹϷϥϯͼϧͼϧϲϲϭͽϧͼ

ϹΔϷ·ϞϤ· Δ·ϿϟͼΓ ϤϭͶϹϷϟͰϷΔ·ͼͶ·ϿͿ Δϲ·ϞϐͶϘ·ϹʹϞͶϭ· ΔʹͼϷͼϫͿ;ͽϳ ΔϲϷϭϳʹϞͶͶϹϷϟͺϥͼϷʹͼϞͶϹ Ϥ·Ͱ ϷϤͼͶϟϷϭϷϲϹͼϭϫϾϲ Λ·ʹϽϹ Δϲ··ϭϥͽ·Ͷϲ

whether the student serving an in-school suspension would be taking valuable resources and staff time away from the other students.	᠘ᠸᢣ᠌᠋ᡧᡰ᠋ᡏ᠊᠋ᠴ᠋᠋᠉ᡃᡖ᠋᠋ᢤ᠐ᢉᠬ᠋᠋᠖ᡃᡄ᠋ᢉᡠᠵ.᠘ᠸᢣ᠘ᢣᡃ ᡏ᠋᠕ᢞ᠋ᡎ᠖ᢋ᠕ᢣᡃ᠋ᢣ᠋᠋᠋᠋ᢐ᠖ᠴ᠋᠋ᠺ᠅᠋᠋ᠺ᠅᠋ᠺ᠅᠋᠖᠆ ᢂ᠋᠋᠄ᡣ᠘ᢨᡆ᠋ᡅ᠊ᡘᡃ᠖ᠸ᠋᠋᠋᠖ᢄ᠆᠘ᡃ᠘ᢗ᠋ᠴ᠋᠋᠉ᡃ᠖ᡷᡁ᠋᠓ᢗᢂᡷᠥ.
There also needs to be the question of suitability of staff members assigned to supervise in-school suspensions. School staff members who are not education staff members are arguably not qualified to supervise students serving in-school suspensions.	Ϥᡃ᠋᠘᠊ᡄᡃ᠋᠘ᡷᡃ᠄ᡃ᠋ᢐ᠌᠌Ϸᡷ᠘᠋᠋᠄ᡣ᠋ᠺᢋ᠋ᠴ᠍᠍ᡏ᠋᠋ᡶ᠋᠅ᢆᡝᢗᠴ ᠘ᠡ᠘ᢉᢣ᠌᠌᠌᠌᠋᠋ᡗ᠆ᡘ᠄᠖᠌᠌᠌᠌ᢄᢣ᠌ᢩᡩ ᠘᠃᠋ᡶᡐ᠋ᢄ᠘ᡩ᠖᠘ᡩ᠘᠆᠘ᡩ ᢄ᠂᠋ᢄᢄᢣᢑ᠘ᡩ᠉ᠫᠺ᠄ᡘ᠘ᡩ᠋ᢤᡁᠺᡄᢂᡷᠳ ᢄ᠂᠋ᢄ᠘᠅ᢖ᠉᠘ᡩ᠘᠘᠘᠘
In short, NTA would like to see legislated circumstances that prohibit the decision- makers from overtaxing staff with the responsibility of caring for students who are serving in-school suspensions, presumably because of some actions or behaviour on the part of the student that makes it necessary for them not to be included in their classrooms for a period of time.	C°&σ Lcuif CΔイイL๙ႪርናႦናርႪႦና ΔႪႦႭჂႪႶና ႦႦႱႱႦႦჾႫჂ ለታነኳናႦႪႶርϷቦላናႦჂჃႧႦႶႦ ഛႦႦႦႱႶርϷႦϪჼႭႪჂႫႦ ϷჃናႶჂϪჼႭჼႶርϷቦჃናႦჼႦႶჼ ϪϲჼჾჃჼႦჂႫჂ Ϫ՟ჂႼイႦႱႫናႦႠϷႶჃჼႦჼႦႭჼႭႪႦႠ ለናႶჃႦႶჾႦႱ ለነჃႶႶჼჂႱ
	Δϲ· <b>Ϟ</b> ΔኦϷdͼ ϷϽ <b>᠈</b> ϟናϷႶϔͽႱͼ <ናαϷϹ 2
NTA Strategic Plan Item 2	
NTA Strategic Plan Item 2 Mr. Chairman, this brings us to the NTA strategic plan item 2, "To provide relevant, student-centred, teacher-driven professional development."	ϪϹʹϪϷͽϿʹͺϭϽʹϷͽͳͳͺͽϾ·ͺͺϚͼϼϘͺͺϩ ĹჼႭϲͺͺϹʹʹͺϘϪϲʹͼϭϤʹͽϽϲͺͺϷͽϤͼͺϧϽ;ϷϧϦͶϔͼϓϹ <ʹͽϷͶʹϧ ϷʹϧϷϟϲͺϹϥʹͽϽͿ, "ϤϽͶ;ϐϭͽϽϜͽ Ϫϲ΅ϭͺϤͽϐʹϭ;ϨͶ;ϐ;ϥʹ·ϿϹ;ʹʹ
Mr. Chairman, this brings us to the NTA strategic plan item 2, "To provide relevant, student-centred, teacher-driven	Ű᠌ᡅᡄ C°᠙᠘ᡄ°ᠦ᠋ᡏ᠋᠋᠋᠋ᢐ᠑ᡄ᠋ᠬᢣᡃᡆ᠋ᠮ᠊᠋᠋ᡋ᠋᠉ᢣ᠋ᠶᡃᠥᠺᡤ᠋᠅ᡣᢗ <ᠮᡅᢂᠬᡃᠾ ᢂ᠋᠋ᡦᢦᠯᡅᢉᡏ᠋ᠮᠴ᠋᠋᠋ᢣ, "ᡏ᠋ᠫᠺᡟᢑ᠑᠋ᡗᡃ ᠘ᡄ°ᠣᡏ᠋᠋᠋᠋᠋ᠮᡅ᠋᠋᠋᠋ᡭ᠊᠋ᢣᡶᢦᠥ ᠘ᡄᡃ᠘ᢣ᠌ᠴ᠋ᡗ᠋᠋ᠫᡬᡃᢛᠺᢈ᠋ᢄᢣ᠋ᢉᠮᡃ

are not choice-driven or teacher or classroom specific, but directed by the employer.

We believe that employer-driven inservicing plays a vital role in preparing teachers to use curriculum resources and documents that the Department of Education provides. Recently, there seems to be a move on the part of the Department of Education to provide fewer mandated in-service planning and opportunities, leaving teachers to feel abandoned and charged with developing and using new resources and curriculum on their own with little or no direction from the department other than having a binder or a box of books dropped off to them in their classrooms.

Likewise, when the department has initiated changes with technology, such as the Student Information System (SIS), we are being told that there is little or no preparation given to administrators or teachers with regard to utilizing this program, yet they are expected, as our classroom teachers, to use this program ongoing. In the case of the new SIS database delivered through Maplewood, we are told by our members that some education staff in some schools received half a day of formal training, some had no formal training, and all training was offered in English only.

In the March 2015 NTA curriculum support survey, we asked our members to rate the degree of curriculum support they felt. 76.4 percent rated it as poor to extremely poor. When asked if they were expected to implement new curriculum initiatives without appropriate training, 77.5 percent said that they had experienced this and confirmed it with examples, including K-6 science from the

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Northwest Territories, K-9 math from Alberta, K-9 English from the Northwest Territories, 8-11 knowledge and employability from Alberta, 10-12 experimental science from the Northwest Territories. Each of these curricula came from a jurisdiction that in-serviced their own teachers and prepared them prior to implementation, yet in Nunavut, we did not offer the same support to our teachers.	ΔΔϤΠϤΓ ʹϤϤϦͽϲϲϧ 6-Γϧ ϷʹϲϞϭϤʹϭ·Ϛ, ʹϤϤϿͼϲϧϿϿ ϤͰ Ͽ ΔϲϞϞϤϚ, ʹϤϤϿͼϲϧ 8-Γͼ 11-Ϳͼ ʹϧϷϷͰϭͼʹͿͼ Δͼϧϭϭϧϧͼ ϭϲ; Ϸ;ϽϹϷϞͼ ϷϲϲϞϭϥͽͼͼ ΔϲϧϤͿϤͽͼ ΔϲϧϤϹϷͼϧͼϧϲͼϿϽϧ. ϳϭϲ ϿϭͽͱϹ ϲϭϳͽ ΔϲϞϿͽͼ ΔϲͼϭϤͼͶϹϷϞΓϲ
NTA feels that in order for members to carry out their professional responsibilities as mandated by the Department of Education, there needs to be an in-service plan consistent across the territory, carried out prior to the new curriculum and/or resources being introduced to the classroom.	bጋኑት፣bበሶና ΔረLኆ Δϲኣሏትና Λϲሊላሊቦላcፐጵና ΔჼቃbሏሏትፐበJና ኣჼቀናቴናርσላჼቃbር ለናላታጭ Lϲ՟ጔJ. Δϲኣሏትና <ናሏኦበናቴჼኦበርኦታሊላትና Δϲ՞σላዖበነኣው ወርው ኣჼቀናቴሪኦጮንቦውንህው Δϲኣჼቃናቴናርዖኄሏσላናኄሀር.
NTA feels that if the department- mandated curriculum differs from other jurisdictions or is borrowed from other jurisdictions like Alberta or the Northwest Territories, these curriculum programs require in-service and training in the foundations and components and, if the department does not have the capacity to develop and facilitate this training, they should contract it to jurisdictions from which they obtained the curriculum.	ላ፡L bጋንኦነbበሶና ΔረL፡ΓላΔና Δሮ <sup>®</sup> σላ <sup>\$b</sup> ጋሮኪኦ <sup>b</sup> d <sup>c</sup> Δሮ <sup>®</sup> σላ <sup>\$b</sup> ጋሮኪኦ <sup>\$</sup> ቦ <sup>c</sup> \ <sup>\$b</sup> P <sup>\$b</sup> /L <sup>\$</sup> <sup>\$</sup> ላ <sup>\$</sup> P <sup>\$b</sup> <sup>\$</sup> <sup>\$</sup> <sup>\$</sup> ላ <sup>\$</sup> P <sup>\$</sup> <sup>\$</sup> <sup>\$</sup> <sup>\$</sup> ለ <sup>\$b</sup> P <sup>1</sup> L <sup>\$</sup> <c 4<sup="">\$<sup>\$</sup>CΓ<sup>\$</sup><sup>6</sup> Δ<sup>\$</sup><sup>5</sup><sup>\$</sup><sup>5</sup> Δ<sup>\$</sup><sup>\$</sup><sup>5</sup><sup>5</sup><sup>5</sup> Δ<sup>\$</sup><sup>\$</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup> Δ<sup>\$</sup><sup>\$</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup><sup>5</sup></c>
Professional Development: In-service as an essential piece of the puzzle	ፚ <b>፫</b> ॰σላၑፚኇዀ ፚ፞፝፝፝፝ፚጘፚኯ፟ፚኇ፧ ለ፝፝፝፝፝፝፝፝፝ ላጋ፞በ፞፞ጏዻርኄ
Mr. Chairman, the next issue deals with in-service as an essential piece of the professional development puzzle, page 13.	Δ৮ፖペϷርჼ, የህናሮ፣ ርঁഘ ለነላበናႦჼህፖርናፐላჼ ΔሮኣልϷና Δጋላσ Δሮ°σላበናበb°σσናፑ ΔሮኣΔኦσ፣ 13-ኈႱσ LናለႱኈႱσ.
As we know, curriculum guides and curriculum resources that accompany them are essential pieces of today's education system. The curriculum	<sup>৽</sup> ७⊳२८२८ এᲚ°Ღঀ२Ი <sup>៲</sup> ৸ഛ ঀጋঀᲡ᠘৽ ঀ৴ঀ৾৾৶৽ঌ৽ঌ এᲚ°Ღঀ৽৽৴ৼ৵৽৴

document is a guide that teachers use to understand what it is they are expected to teach their students in a class over a given period of time. The Minister of Education, according to the <i>Education</i> <i>Act</i> , is also responsible for approving the resources that are used in each of the schools to accomplish these curriculum outcomes.	ΔᡄቦኦϷ፫ჼѷႱር Δሮ <sup>®</sup> σϤʔႶϿ <sup>ͼ</sup> ᡫሮ <sup>ᢏ</sup> ርϷኦሊϤዽ <sup>ͼ</sup> ϤϞሲჼν <sup>ϳ</sup> <sup>*</sup> ኦነ <sup>‡</sup> ህ <sup>ֈ</sup> Lር ዖራσ <sup>ͼ</sup> ΔሮኣበናበቦላኘႦჼσናჼሮርϷ <sup>ֈ</sup> L <sup>®</sup> Ⴑ <sup>©</sup> Δ <sup>ͼ</sup> <u>ͻ</u> ʔኦናΓ. Δሮ <sup>®</sup> σϤ <sup>®</sup> Ͻϲኪσ <sup>ና</sup> <sup>1</sup> <sup>2</sup> Γσ <sup>*</sup> ር ԵԼቦኦ <sup>5</sup> ႦኪላኘႦናΓ <sup>1</sup> L <sup>ͼ</sup> ርϷ <sup>®</sup> ላ <sup>®</sup> ቦ <sup>®</sup> በϷ <sup>6</sup> Ͽσ Δሮ <sup>4</sup> <sup>®</sup> b <sup>®</sup> CϷσϤ <sup>®</sup> Ͻσ <sup>®</sup> ለሮኪ <sup>*</sup> <del>ረ</del> በϷ <sub>ל</sub> σ <sup>®</sup> Δሮኣል <sup>®</sup> <sub>2</sub>
Teachers are generally not opposed to change and are not only willing, but often use their own personal time and expense to continually explore ways in which we can professionally improve our practice, but when the department is mandating the changes and that these new mandates are not coming with a transparent, logical sequence of training and clear communication and expectations, the classroom teachers who will manage the changes are in a severely disadvantaged position.	Δϲ·ϞΔ <sup>ϳ</sup> <sup>5</sup> ϤϟϞϷͽϽͽϧϥͻϤϚΔ <sup>2</sup> L <sup>2</sup> <sup>5</sup> ϧΔ <sup>3</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup>
The CTF survey cited 72.4 percent of Nunavut teachers identified that continuous change in curriculum direction as somewhat or significantly contributing to their work stress. Insufficient in-service and other professional development opportunities were identified as somewhat or significantly adding to the stress as well.	ϤᡃĹ ჼϷϷϟϞʹσתϲϷʹჼϹϘ· 72.4 >Ϟʹ ϼϥϘͱΓ ΔϲϞΔ;Ϟϳʹͼ ϥͻϥΔͼϞϟϚϭ· Ϥϟ;ϷϾϷ≪ϲϥϭͺϳͺͼͼϚͺϧ ΔϲͼϭϥϷϦͼ ΔͼϷϼϳϫϒϹ ϥϞϟϒͼͺϭϫϧϼ ΔϲϲϷͶʹͻϥϷʹϲϛϽϥͻϾϽͼ ϥͱϹϲϷͼ Δϲͼϭϥϛ;ϞϷϐͼϷͿͻϥͼ ΔϲϞΔϟϼ ϥͻϥΔʹͼϹϷϲϷʹͽϽϲ ΔϲͼϭϤϷϐͼϭͺϥʹϷʹϭϒϲ ϥϞϟϨϨϹϷϧϐϭͼϥϲ
NTA raises no issue with what is currently contained in section 97 of the <i>Education Act</i> . However, we are very concerned about the lack of support our members are feeling when changes in direction occur and they are expected to carry them out. They feel the lack of support because there are no clear plans for direction and training being communicated to them.	ϤʹͺϤϚϹϷʹͽͺΔϿϲͺͺͺϧϧͺϧͺϧͺͺͺ ΔϲͺͼϫϥͼϿϲͺͺϭͺͼͺͳͺϲͺϲϧͺϿϲ ͼϼϿͶϧͺϿϲͺϫͼͺϫͺϲ ͼ ϛ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
We recognize that perhaps other staff in	᠋᠆᠕ᢞ᠋᠆᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆

school are being charged with passing on their knowledge and training to teachers, but with questions of whether or not this is, in fact, happening. When one teacher in a school is pulled out and trained and expected to train the rest of the teachers, but no time provided in a timetable for it to happen, we do doubt that it is happening consistently to the same level across all schools and we would like to see a more standardized approach taken.	Δ፫ኣል°፹ 'ዕϷትLኦΓσናርኦጭ Δ፫ኣΔትϷʹዕበ୮ഛ Δ፫ኣበናበቦላናዕጭ<ናጋኣኣኦጚ. ዕዮሶ՞ዉጋΔ°ዉጭጋጭ. ላርኦፖጭ Δ፫ኣΔት ለ፟ጭርኦናና Δ፫ኣበርኦሬኦንታ Δ፫ኣϷትኦቴኖናፑው Δ፫ኣበናበቦላናዕሬናጋσ ርΔLΔናዕጭርናኈሀርኦሬ፦ ናዕኦትዊናጋሀና Δ፫ኣል፫፻ፓ. ላንትሶንቭፑላው ርL°ዉ ለ፫ኪላንህናዕታናጋላዎና.
It is for this reason that we would like to see language entrenched in the Act or the regulations to ensure that classroom teachers will be properly trained prior to being required to put new initiatives into practice for their students. It's a simple request. We would like training to precede a change in our teaching assignments.	CdરLlGC ϷናbϷϟϲሲσ <sup>®</sup> ጋΔϟϷϟĽʹϲͺሲʹ·ͻϭ LϲႱናͿና Ϥ·LϚϹϷ <sup>®</sup> ΔϲϞልͱΓ ΔϲϞΔጵና ΔϲϞΛCϷናΛϤ <sup>®</sup> ϟĽናbናርናͻΛϷ ໑ϹϭϷ ϤϽሲϤϲ <sup>®</sup> ዮ <sup>®</sup> ϭϷ ϤϽϲϲϷ <sup>®</sup> ዮ <sup>®</sup> ϭ <sup>®</sup> ዮϭϷ. ϽϞϟϚϽΔ <sup>®</sup> ͺ <sup>®</sup> ϽͿϚ ΔϲϞΛCϷናbናϹናdϟϷϚ ϤϟϞϟϲϚΔͿϞϟ ΔϲϞΛCϷናbናϹʹϚ ΔϲϞΔϟϷና.
NTA Strategic Plan Items 3 and 4	∆−፟ጘፚን⊧ዋና የጋንን፥የሀሀርና <፣σ⊳ሀታሪ 3 ⊲ተΓ 4
Mr. Chairman, this brings us to the NTA strategic plan items 3 and 4, "To represent the membership with affiliates, the employer, and the public" and "To promote solidarity with an informed, active membership within the association." I will raise four issues related to this and I'm on page 14.	Δ <sup>ᢑ</sup> ፖ ዮር <sup>፡</sup> <sup>®</sup> , bጋንኦነ6በሶና <ናሏኦበጐቦኈσ 3 ላዛ 4-୮ ኣኈዖ፟፟፟፝፝፝ኯኯባናበላናσላናጋσ ጋዮፖኦደናበላኈጋσ ልርግ ታላኈጋሮሲሥያና bጋንኦናbበሶኈሁσ. Lናለሁኈሁσ 14-ኈሁ፞፞፝፞፝ኇ፞ጏኈሁ.
Questions often arise partially from the	
issues raised in the Nunavut <i>Education</i> <i>Act</i> out of concerns about who the employer of teachers in Nunavut is. NTA's response is simple and	

part of other groups or organizations that they are the employer of the NTA members or that NTA members are directly responsible to them in some capacity. What follows in this section are issues we would like to raise with particular sections of the *Education Act* that could be misconstrued or lead people to the wrong conclusion. This section deals with this wrong conclusion regarding who is the employer of NTA members. Again I state that our position is that it is the Government of Nunavut.

# **Defining School Staff**

Mr. Chairman, we begin with issue 1, defining school staff, page 15.

Some of the confusion that exists could be clarified by changing some of the definitions that exist in defining school staff. We take exception and offer advice to potentially change two of the following: we have concerns, for instance, with reference to student support teachers in Part C, section 89 of the current Act, and we would like to see removed all references to teacher trainees. Teacher trainees are not employees of the Government of Nunavut as is stated in other places in the *Education Act* nor are they employees of DEAs. Therefore, they are not, by definition, school staff.

NTA recommends for clarity that teacher trainees be removed from the definition of school staff and their roles within the school staff defined separately. NTA would also like to see removed the reference to student support teachers. They are, first and foremost, teachers. In this context, there are some concerns that we must raise on behalf of the members in the section below. 

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∆ካፈራኮርሜ, פשפעקאילעס™ עבראס. מ™פפעל™∩∿ר°ס™, ר<עריט 15-∿נס.

bϽϞϞʹbΠᡤ·CϷʹͽ ϥ\_ͻϥΔʹͽCϷ·ΠϤʹϤϟ· ΔϲϞΔϟ· ΔϲϞΠCϷϭʹϧ ϥ\_ͻϥΔʹͽCϷ·ΠϤʹͻϭ ΔϲϞϐͱΓ ΔʹͽϷϥΔϟʹͽΠϷϭʹʹΓ ΔʹͽϷϥΔϟʹͽΠϽΔͼϥϷΠCϷͼʹϔϲʹͻͶͽ ΔϲʹϧϐϤ CϷϟϷϭʹϷʹͻͶͽ. CLͽϤϥͻ ΔϲϞϐͱΓ ΔϲϞΔϟͽ ΔϷ;ͼʹϮ, ΔϲϞΔϟϷͱLC. Δ, Ϲϧϭϭ ΔϲʹϳϿΠͼϜϲϲ ϞͽϷͼϭϥͼϲϲͶͼͼ ϷιυͼͽϽͼͻϲ ϲͽϥ ΔϲϞΔϟς.

NTA would like to take this opportunity to express concern as well for the definitions of the relationship between CSFN, the Department of Education, and the staff working under the umbrella of CSFN. We have found that our members working under the CFSN umbrella have often been made to feel that they are not, in fact, employees of the Department of Education, but they are working for CSFN themselves. As such, there are times that they are made to feel as though they are considered to be part of the NTA bargaining unit in name only and that CSFN is under no obligation to adhere to the terms and conditions of employment outlined in the NTA-GN collective agreement. They are often made to feel as though they are caught in the middle of a struggle between CSFN and the Department of Education and sometimes NTA.

NTA recommends that the role of CSFN as it relates to the NTA members be reviewed in various aspects of the Nunavut *Education Act* where that role is defined, and we strongly recommend that the role of CSFN be clarified and better defined within the Act.

# Administration – District Education Authority Relationship

Mr. Chairman, issue 2, administration of the district education authorities' relationship.

NTA recommends, to provide better continuity and administrative retention, that the maximum administrator term be increased to five years. School administrators in Nunavut choose to make a commitment to their schools and communities. NTA believes that the ĊၑϤϤ ϷΔϫͼϤ ϧϽϧϞ;ϷϢϧ ᠘ᡃ᠋᠋᠆᠖᠘ᢤᡃ᠖᠘᠘ᢤᡃ᠖᠘᠆ᡩᠣ᠋᠊᠋᠆᠘᠆᠉᠆᠃᠘ ᡠᢀ᠔᠆ᡐᢦ᠕᠆ᡐ᠘ᡷᢦᡆ᠋ ᠘᠆᠋ᠳᡏ᠉᠑᠆ᡣᢣ᠋᠋ᡏ᠂᠕᠆ᡣ᠗᠋᠆ᡁ᠘᠋᠆ᡆ ᠴᡆᢀ᠂᠘᠆ᢣ᠘ᢣ᠋ᡃ᠖᠋᠋ᠴᠴ  $4^{\circ}$ ⊳∆ል፞⊌ኇ ∠ር°σ⊲ኈጋርኪት∿ዮናር.

ĊŀdϤ ϿႭϿ<sup>ͺ</sup>Γ ΔϲͺͺΔ; ϷϽ;ϟ;ϷϽϳϟͼ ϤϽϲ·ϭͿϟϿͼ ĊŀdϤ ΔϲͺͺΔ;ͼ ϷϽ;ϟ;ϷϽϳͼ ΔϿͼϫϧϹͶͿͼ ϿϫϿͱΓ Ϫϲͼϭϥͼ;ϽϲͺϽϧϧϥͼ Λ;ϥϟ;ͺϹϧϥϤ ϷΔͼ;ϥ Ϫϲͼϭϥ;ͻϽϲͺϒϧϲͼ ϭϿͼϪͼϧͳϲϲͶϥ; Ϲϲϧϭͼ ϪϿϥϫ Ͷϲϲϥ;ϟϧϲͼ

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᠘ᡃᠡᠯ᠙ᠵ᠋ᡬ᠅, ᢂ᠋ᡃ᠋ᡋᢣᠯ᠋ᡃᡪ᠋᠅ᢄ, ᡏ᠋ᡄ᠋᠋ᡭᡄ᠋ᡅᠦ᠋᠅ ᡬᡃᠳᡆ ᠴᡆᡄᡨᠦ᠘ᡄᡨᠣᡏ᠋᠋᠋᠋ᡐ᠋ᡔᡄᡅᠦ᠋᠋᠋᠂ᡘᡄ᠋ᠺ᠋᠋᠋ᡦ᠖ᠮᡦ᠅ᡔ᠅

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Government of Nunavut should make the	۵۹، ۱٬۹۳ مو ۷٬۲۰۲ د ۲۲ م
same commitment to these	ᡖᢋᠡᢕᢗᢂ᠋ᡃ᠖ᡩᡆ᠆ᢗ᠆ᡄ᠘ᠴ
administrators, and raising the maximum	᠕᠋᠘᠆᠆᠋ᢗ᠋᠋᠋᠋ᡬ᠖᠋ᢐᢑ᠖᠕ᢗ᠋᠋ᠶᢄ᠆᠆᠘ᡄ᠋᠉᠘
term to five years does not preclude	ᡣ᠌᠈ᡰᡆᡏ᠉ᢣ᠋᠋᠖᠆ᢕ᠔
offering a lesser term of three years.	
Appointments and reappointments	<b>ს₽</b> ₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽ ₩₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽
There is conflicting information within sections 107 and 117 of the <i>Education Act</i> , and this is outlined on page 17.	Ċჼd⊲ ௳Ⴢൎჲᠻ⊀Ⴋჼ 107 ⊲ᡃL 117-Ⴢ L⊂ႱჼΓ ௳ჂჲჼჼჄჄL⋞ L≦∧Ⴑჼ 17-∿Ⴑჾ.
Section 107 gives the power to the DEA to decide whether or not administrators will be appointed or reappointed to their positions. The Minister does, in section 107(2), have the power to act with or without that recommendation or reject the recommendation altogether. NTA called into question the language present in 107(1), which seems to grant ultimate authority to the DEA, an elected community body and not part of the Department of Education staff.	ద౬ి 107 గిించింగింగి అండా దాిరె దింగింగింగి అండా గిందింగింగింగింగింగింగింగింగింగింగింగింగింగి
Sections 107(3) and 117(1) seem to have as its intent to make it clear that the Department of Education, not the DEA, is the employer of school administrators. For greater clarity, NTA recommends that sections 107(1) and 107(2) be deleted so that this confusion can be eliminated.	107(3) ላዛሬ 117-1 ላጭ የተገር ላጭ ነት የተገር ዉጋ ዉ ምን በተገር መንከት የምን የተገር ነው የምን
Dismissal during initial period of employment	<b>ላልር⊳</b> σ <sup>ኈ</sup> ∆ <sup>ኈ</sup> ፟፟፟፟፟፟፟፟
NTA recommends that the two-year period in section 108 shall be a one-year period if the principal or vice-principal, at the time of taking his or her duties, has already completed two years of employment in Nunavut as a member of education staff; in other words, has already passed the GN probationary period.	Δჼ <sup>®</sup> baΔን <sup>®</sup> በርኦbΔ <sup>e</sup> a <sup>®</sup> ጋና. ርካd4 bጋንኦናbበሶና 4ጋሮናdኦሩና Lናን <sup>e</sup> ው ላናና <sup>e</sup> ውና 108-σ ላናናJΓ 4ርኦረናና ፈና <sup>®</sup> የበረLጋJ. ΔርካΔኦ ለላውነረርና <sup>®</sup> <ና Lናን <sup>e</sup> ው ላናናJ <sup>e</sup> ው ረና ጋ ΔርካΔኦውና Δ <sup>®</sup> baΔን <sup>®</sup> በኦናbርኦጋσ ላσJበናናና ርካታው ሁ≪L <sup>®</sup> d <sup>®</sup> ቦ <sup>e</sup> ውና ናbኦኦናσ <sup>®</sup> ቦ <sup>e</sup> ውና.

### **Discipline, Article 118**

I'll draw your attention further down to sub-point 3, the Minister shall advise the district education authority about how the Minister has dealt with the matter and what disciplinary action has been taken against the principal.

NTA recommends that any disciplinary report that is written or taken against a principal or vice-principal not contain particulars about the discipline taken. If these reports are shared with DEA personnel who are not Department of Education employees, then they cannot be privy to private information. Personnel files of the Department of Education should not be released to anyone outside the Department of Education and that includes the district education authority. The DEA is not the employer of school administration. This speaks to access to information and protection of privacy issues.

Mr. Chairman, the current Act states under the heading, Notice of inconsistencies, "A principal shall notify the Minister and the district education authority if, in the principal's opinion, there is an inconsistency between a Minister's direction and a direction of a district education authority."

NTA believes that the principal and school administrators have a special relationship with DEAs and this requirement puts that relationship in jeopardy. In practical terms, administrators should report inconsistencies in direction to their immediate supervisors. NTA recommends that these immediate supervisors should report the

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inconsistencies to the DEA and not the principals. This recommendation is with the intent of keeping the relationship of the principal and the DEA from being unnecessarily damaged. This expectation puts the principal and DEAs' relationship on a stronger footing.	Ͽϱ;ϲ· Δϲ·ͼϭϤʹͽϽϲͺͺϒϒ·ϷϿ· Ϸϭ·ϸʹϷϲϚ϶ϽϷ Δϲ·ͼϭϤʹϐϷͺϤʹϧϤ;ͽϧͺͼϫϲϹʹϧϿϲͺͺϲͼϥ ϤͶʹϧͶϹϷϭϤʹϞϹ· Δϲ·ͼϭϤʹͽϽϲͺϫϿϚ, ΔϲϷ, ͵ϒϚΔϭϤ·ϫϹͰϹͺͺϒϧͶϹϫϿϲ Ϫϲ·ͼϭϤʹͽϽϲͺͺϳϫϲͺϤʹϧϽͼͺͼͳϹͺͺϒͼϫϹϭͼϧ ϒϲͺͼϧͶϲ;ϭͽϧϒϷϽͼͺͼͳϹͺͺϒͼϫϹͼϫϧͳ
Education Staff – District Education Authority Relationship	Δሮ <sup></sup> ወবውነገር ΔጮbዉΔኑኈሰና -
Mr. Chairman, issue 3 of 4 relating to district education authority relationship to education staff.	᠘ᡃᢣ᠙᠌᠌ᠵᢗᡃ᠋᠉, ᢃ-4-᠋᠋᠋᠋᠆ᡘ᠈ᡃᡕ᠋ᡣ᠋᠋᠋ᡃᢐᡃ᠋᠉ᠫ᠍᠍᠉᠂ᠴᡆᡄᡃ ᠘ᡄᢩ᠂ᠳᡏ᠋ᡃᢀ᠋ᡔᡄ᠋ᡅᢣ᠋᠋᠅ᡗ᠋᠄ᢗ᠘᠋᠋᠋᠋᠉ᡃᢑ᠘ᢣ᠋᠉ᠬ᠅ᡥ᠌ ᠕ᡄᡅ᠋᠋᠋᠋ᡃᡋ᠋᠋᠋᠋᠋᠋ᠮ᠖᠋ᡃᠦ᠉
NTA presumes that school administrators are acting as liaisons between staff and DEAs and that this type of relationship is working well for our members. There are some instances in the current Nunavut <i>Education Act</i> that would assist in solidifying and maintaining the positive relationship between teachers and the DEA if they were amended or restructured, for example, the language of instruction model. Simply put, consult the teachers.	ϼϱϘͼ ΔϲϞΔϷͼ ϷϽϞͽϷͶϮͼϚ ΔϹͼ ϽͼϹͼϿϷͼϹͼϧϹ ΔͼϷͼϫϷͼͶϿͼ ϤͰͻ ϼͼϲͼ ΔϲͼσϤͼϽϲϲϷͼϒϲϲ Δέϧ ϷͶͰͽϚͼ ϤϷϲͼϒϤͼϽϲϫͼϒϲ ϲϲͶϽͼ ϲͼϤ ΛͼϷͶϤͼ Δͼͼ Ϥ ϲϲϒϤͼ ϲ ͼ ͼ ͼ Ϸ ͻ Ͻ
NTA believes that education staff is most knowledgeable when it comes to providing information on how language of instruction model choices actually affect students in the classroom. We recognize the wishes of the community in terms of what languages they would like their students to be educated in and we think that this is of the utmost importance, but we also believe that DEAs should consult extensively with the community, including the teachers who will be asked to teach under the language of instruction policy.	ϼﻮ͵ϘϚ ΔͺϹ·ͺΔ;Ϸ ϷϽϞͽϷͶϳͼϧϯͳϞϲ ϳͼϥ ͼϷϧϯϾͼ; «Ττ «Ττ «Ττ «Ττ «Ττ «Ττ «Ττ «Ττ
Once again, as with decisions about student promotion, retention, continuous progress, and acceleration, we question	ርΔLΔ <sup>L</sup> Lና Δ/LϲϷʔϹϷϭჼՐና ርLካdϤ ʹdኛペሲላኈርϷϭჼቦና ΔϭኈበኈርϷϭኈቦኁጏ Δϲ°ϭዻኈሰና. ርካdϤ ഛፈጵና

the exclusion of professional education staff from the consultation process that DEAs make with regard to language of instruction choices. Education staff are necessary stakeholders in the education system of Nunavut. It is because of this fact that NTA recommends consultation with education staff should be entrenched in this process of choosing language of instruction models by DEAs.

#### Point 2: School calendars

Under the current School Calendar Regulations, the DEA has a requirement to consult with school staff and students and the community before setting school calendars. NTA believes that these same stakeholders should be consulted with any decision about changing the school calendar. Further, if the proposed changes were to add instructional days to the school calendar and require teachers and administrators, NTA members, to work beyond the 195 days of their contract, then NTA, as the official bargaining unit for the teachers, must be consulted during this decision-making process.

# **Reporting to the community**

It has come to the attention of NTA that some district education authorities have chosen to implement this requirement to report attendance to the community in what we consider to be an extreme manner. We would caution that these community reports should be done in such a manner as to protect the identities of individual students, families, and teachers. NTA sees this duty to report as a means for the DEA to keep the community at large informed on school attendance issues. We do not believe that it is the intent of the report to have families, students, or teachers in specific

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classrooms or grades singled out and publicly shamed.	ᢗ᠍᠊᠋dᢣ᠌᠌Pᢉᢦ᠋᠋ᠻ᠋ᢐᡃ᠋᠉ᢣᠬᢩ᠉᠆ᡐ᠋ᡗᢪᡄ᠋ᠺ᠋ᠺᡄ᠋ᠺ᠘ᡷ᠋ᡬ᠂ᠺᡘ᠅ᢉᡱᠥ ᠘᠘ᡱᡆ᠆᠖ᢪ᠋ᡶᠡᠯᡄ᠋᠋᠋ᡃᢛᡣᢗ᠌Pᡕ᠋ᡰᢣ᠋ᡝ᠋ᠴᡣᡃ
No. 4, School visitation plan	፟፟ዹኣϷĊ 4, Δ <b>ϲ</b> ⁰σ <b>⊲</b> ናልϷ > <b>ϲ</b> ናርϷσና⅃ና <ና <b>Ϸ</b> ∩Ϸ
NTA believes that in the interest of protecting students and staff, the school visitation plan for DEA members as described in section 139 should reference the criminal reference check procedure, an issue raised in section 136.	Ċ৽dϤ ᲮϽ᠈ᢣ᠋᠄ᲮႶᡤ᠂ ϷʹለʔሥLC Ċ৽dϤ ᢣ᠌᠉ᡃᢣϷᠡ᠘᠄ថ᠆ᠴᡣ᠂᠘᠆ᡨᠣ᠌ᡆ᠋ <sup>ᢛ</sup> ᠣ᠌ᡆ᠉ᡤ᠂᠘ᠬ᠌ᢐᡉ᠌ᡅ᠘ᢣ᠉ᡤ᠆ᠴ ĎΕΑ-৽d᠂ CΔL ᡆᠴᡆ᠘᠅ᢗϷᠠ᠘᠅᠘ᢗ 139-Γ ᠄᠌᠊᠋᠌᠌Ხ᠌ᠵᢣ᠅ᢗᢂ᠅ᢑ᠖ᡃᢗᡄ᠋ᠺ᠋᠋ᡃᢑ᠋ᠶ ᠺᡪᢣ᠈ᠠ᠘᠆᠋᠋᠃ᡣᢛ᠋ᡖᠴᡆ᠋᠋᠄᠘᠅ᢆᡁᢗ ᡬ᠂ᡘ᠆ᠬ᠖ 136-Γ৽
Finally, No. 5, Additional duties and responsibilities	የህ·ϲ·ͽʹϚ, <b>ϥ</b> · <b>L 5, Λϲ</b> ͺͺϭϷϞΔ· ΛϲʹͺͺϭϷϞϷϐ·ϭ·ʹ <i>ͻ</i>
NTA recommends that in addition to the considerations listed in section 138(3), the Minister should also consider the effect that the assignment of additional duties and responsibilities to the DEA would have on compliance with existing legislation, such as the NTA Act, the <i>Public Service Act</i> , the <i>Safety Act</i> , as some examples. We recommend this to be implicitly stated in this section.	ርኮላ ኮንኑኑኮበሶና ላጋርናሳትላና ΔለĽኮናምላንድባቦና ጋቦና ርኮላላ በበጭርውለፈሩ 138(3)- Γ, ርዮዉ Γσኑር ΔለĽኮናምለንኮስሊላቴኪዎም ርኮላላ ጋσለኮዮኖና ላና ጋσ ለናኪላኮናኮኖናም ወዉናና ለናኪትናዮያ ወና በርካለቢካሪምን ደርኮዮናምንም Δናኮኮዉሪነምንርኪσናገና ላናርዉጭርልናσኪσናገና ርኮላላ ኮንጋበቦጋቦና. ላጋርናሳትላህና ኦፕኮምለርሰላና ማር ጋር ርዮ ደርኮና
NTA believes that under no circumstances should the district education authorities of Nunavut be assigned employer status or employer- like status for NTA members. NTA strongly recommends that all teachers and administrators (NTA members) in the K-12 education system in Nunavut remain Government of Nunavut employees and members of the public service.	ĊၑdϤ Δ <sup>ͼ</sup> ϧϼϪϟͽʹͶϷϭʹϔϼϿ ϭʹͼϼϲϘͿϤ;ϷͼϧϤϲͼ ϫϲͼϫϣϲϫϳϲ ϭϲϫϣϲϫϳϲ ϫϲϫ ͼ ;
Enrolment of Underage and Adult Students	ዻበ <b>ϲϷ</b> ჼჼርϷσ <sup>ͺ</sup> ዮ Δϲ <sup>ͺ</sup> σϥϭ·Ϳ· Ϸ <b>የϷ</b> ϷͻϥʹͽϽ· Δ <sup>ͺ</sup> ͼϪʹͻ
This brings us to issue 4, the last issue on this section, enrolment of underage and adult students.	ᡬ᠊᠋᠊ᡅ᠋᠊ᢗ᠋ᢞ᠙᠊ᡦ᠊᠋᠋ᠺ᠋ᠺ᠋᠋ᠬᠺ᠋᠋᠋᠋᠋ᠬᡘ᠋᠋᠋᠋᠋᠃ᡘ᠋ᢆ᠆ᡘ᠋᠋᠋ ᠘ᡔ᠋᠋᠘᠆᠘ᠴ᠋᠋ᢕ᠋ᢄᡔᠯ᠋᠉
Currently, the district education authority	᠋᠋᠘ᢩ᠂ᡆ᠋ᠵᡃ᠋᠂ᠴ᠋ᡆᡄᡃ᠊᠘᠆᠆᠋ᠣ᠋᠊ᡆᡐᡃ᠋ᠫᠵ᠋ᡅᢣ᠋᠈᠋

has the ability within the Nunavut <i>Education Act</i> to register adult students.	ᡣᡃᠣᡰᢦ᠋ᡃ᠋ᢛᢗᢦᡕ᠘ᡃ᠘ᢗ᠊ᡣ᠋ᠺ᠋ᡪ᠋᠉ᢗᡔ᠋᠋᠋ᢐᢗ᠋᠋ᡠᠴᡗ᠋ᡗ᠘ᡱᡆ᠋᠂ᢅᠥ ᠘᠋᠋ᠧᡱᠦᢦ᠋᠋᠋ᠮ᠈ᢖᢛ
NTA agrees that adult education in Nunavut is important. We believe in supporting adults who may be interested in upgrading their qualifications and skills. NTA also believes in early childhood education as essential to preparing children for participation in our school system.	ርL°ዉ ᠘Ლ <sup>°</sup> ቓ፝፞፟፝ጞ፞፝፝ኇ <sup>ዀ</sup> ᠘ <sup>°</sup> ፝፞፞ዉ <sup>ና</sup> ዾ <sup>C</sup> <sup>°</sup> ፚ፝ጞ፟ኇ <sup>ዀ</sup> ለዛ፟፟፟፝ኪሊϷዛር ወዉዎዛር ርLbdd ፝፝፞፝፝፝፞፞
However, NTA does not believe that either of these aspects are our education system's responsibility in the K-12 system. NTA recommends that the exception to age limits on enrolment in Nunavut schools in section 32 be deleted from the <i>Education Act</i> .	ርL <sup>b</sup> dd ᠘Ლ <sup>e</sup> ᠦd <sup>ŵ</sup> ጋ፫ሊትഛ <sup>c</sup> bLቦታኦቦላ፣Ხ <sup>‰</sup> d <sup>ŵ</sup> ቦʰbኌላ፣LC ୮ዖዽ፞፞፝ፚቍ ነdናበ፝ <sup>e</sup> ჾ፝ 12-⅃ና ᠘Ლ໊ჾイჼኦጋ፫ሊσ፣୮. ᢗ፟ <sup>b</sup> dd Ხጋኦኦ፣ᲮՈሶና dጋᲚቫትቲ ኦዖኦዮና LᲚኁጋቦና ᠘ᡄឺሁσ 32-୮ ⅄՜ჼኦርኦ፣dናኌJ ᠘ᲚིჾჃჼኦጋ፫ሊσና୮ኮ LলႱ፣୮.
NTA Strategic Plan Item 5	Δ <b>፫</b> ኣΔኦ፡ ኦጋንኦኈበሶኈር <ና ኦጋባ 5
Mr. Chairman, this brings us to NTA strategic plan item no. 5, "To promote teacher orientation, mentorship, and retention."	ΔኮፖペϷርʹჼჼ, ርኮቴላ ሩናሏϷႶჼቦ՞Ⴋ 5-୮ Δሮኣሏትና ለሮዛሬካምስርϷσჼቦና ഛቴႦႱበርϷσჼቦ՟ <i>ጏ</i> .
The recommendations that follow in this section centre largely on new education staff and their introduction to teaching in Nunavut. Three issues will be addressed that relate to this item.	▶ੴਗ਼ √⊃େ੶ਖ਼ਖ਼₽₽८₭ ഛൎഛ ഛ⊉۲ ᠘Ლᠳᡘᠺᠬᠺᡢᠳᡧᡄ᠅ᡣᠫ᠂ᠴᢉ᠂ᠴᡬ᠂ᢗᢞᡐᢑᡁ ᠕ᢑᠾᠨᢅᡄᢑᠾᢣ᠋ᡃᢛ
Teacher Trainee Placements	Δ <b>ϲ</b> ኣΔኦኣኦσኀዻ Δϲ <sup></sup> σ⊲ኈጋና Δϲ <b>ኦኦ</b> σ∿ቦና
Page 24, the first issue is teacher trainee placements.	L⁵ለႱ 24-Г. ር∆L ∆ርኁ∆ኦσ⁵ ∆ር≏σ⊲ኈ∩σ⁵ ∆ርተσኈ ∆ርኁ∆ኦഛ.
NTA believes that it is essential for teacher education students to be provided with authentic opportunities to practise the skills they have learned through their teaching and their education degree. The guidance and direction an experienced teacher can provide is often the most important factor in a positive introduction	ር <sup>ኈ</sup> dዻ ለል <sup>ኣ</sup> ኣኄኈስርኦቦላኄኈንና ሏ፫ርልም <sup>ኈ</sup> ዮ ለ፫ <sup>ւ</sup> L <sup>ϧ</sup> ኣኈበርኦጋበና. ር <sup>ኈ</sup> dዻ ሏ፫ኣሏኦና ኄኦኦኒናበላኈጋና ለርኄኈበናበታኄ፤Lር ሏL°ኳ ሏፖኈበናበペናርፋናበላምናፑ

to the teaching profession.	᠔ᡄ᠋ᠳ᠋ᡆᢓ᠋ᡣᡗ᠊ᠦᢩᢂ᠋᠋ᢞᢄᢞ᠋ᢕᡱᠥ.
However, conversely, should a teacher trainee be assigned with a professional teacher that is not prepared for nor interested in supervising or guiding the teacher trainee, the overall experience for the trainee can be frustration, isolation, and overall a negative experience. The experience for the supervising teacher may also be a frustrating experience if they are not prepared or do not feel that they have the support to supervise a student teacher placement.	Δ፫ኣΔኦ በካታላጭርኦጋσ ΔL° ΓላσሊJL° ዮርጋσ ጋ° ዕና ርLካታ Δ፫° σላጐበഛ ላይዀኣንዮ ታንርኦ ቴርናኒር. ላይኦ ዮርንΓ ጋ ላጋጭርኦ ጋበና ቴኦኦኒላፑ ላጋጭፖኒቲ ላይኦ ዮርኦንር ና ቴኦኦኒ ሪዮ ላጋጭፖኒቲ ላይኦ ዮርኦና ላዩ ፈንዮ ፖርኦና ላዩ Δታም ፖርኦና በላጭ ጋን ዮና ሪ Δሮዮ σላጭ በሙ Δፖጭ ጋና ቴና σላ ምስና ጋህ ወር σ
With this in mind, NTA recommends the following be adopted: that principals may accept or refuse to accept the placement of an individual as a teacher trainee in his or her school, and that a teacher may accept or refuse to accept the placement of a teacher trainee in his or her classroom. This is just to safeguard that the experience is a positive one for the teacher trainee as well as the teacher supervisor.	ርኮላ ኮጋንትናኮበሶ ላጋርናለትሩ ኦdላ ላጋጭርኦሮናሪና ፈኮር ላካርንዮ ላና ጋበና ፊሮዮ ወላጭበርኦዮ ወላጭበና ጋቦና ፊሮዮ ወላናልዮቦዮ ወ. ርዮ ወ ፊሮዮ ወላጭበናበት ላዮቦንዮ ወና ጋወ ላካር ንድ ወና ጋወ ፊሮ ካሪትን ጉ ወርዮ ወላናል ላውና ፊፖጭጋና ኮና ወላጭበና ጋህ.
Issue 2: Teacher Certification	2:
Many NTA members have experienced issues and frustrations with the process of teacher certification, salary placement, and re-certification over the last number of years, and NTA believes that the regulations with respect to teacher certification are not currently being implemented as they were written. NTA believes that processes and protocols for certification, renewal, and suspension or cancellation of a teaching certificate need to be specifically reviewed and updated, as our current regulations were carried over from the Northwest Territories. We	ር የብረ ላር አስት የስት የስት የስት የስት የስት የስት የስት የስት የስት የ

believe that an extensive review of these regulations outside of the review of the *Education Act* as a whole is necessary,

and NTA and its membership should
have a role in that process.

Specific to the Nunavut *Education Act* itself, NTA would like to raise the following concern with section 119(2):

NTA recommends that this be amended so that a requirement is entrenched in the Nunavut *Education Act* for the registrar, upon making a decision to refuse to issue a certificate or to suspend or cause the cancellation of a certificate, to inform the teacher in writing of the process they must follow to appeal the decision. This brings transparency and clarity to a process.

#### Teacher Certification – Substitute Teachers

Finally, the third issue for this point, teacher certification – substitute teachers.

The current Act states that an individual shall not be employed as a teacher unless he or she holds a teacher's certificate. NTA is in complete agreement with this. However, we propose a change to point 2.

In the interest of having the most qualified and committed educational staff possible providing instruction to our students, NTA recommends that the phrase "or who is employed for part of a school year to fill a vacancy as a teacher" be deleted from the Act, so as the amended Act would read, "In addition to teachers, such other members of the educational staff as are set out in the regulations must hold a certificate issued under this Act in order to be employed in a school."

Subsection (1) would be amended to

# Δ**፫**ኣΔኦና <Δ<ሩናኮርናውዮና - Δ፬ዮሶbΔያ፬ና Δ፫ኣΔንጋና

᠘ᡃᠡᠯ᠙ᠵᡬᡃ᠋᠅, ᡤ᠆ᡆᢩ᠕᠋᠋᠋᠅ᡶᢞᡃᡉᡄ ᡆᠴᡆ᠘ᡃᡆ᠋᠋ᡣ᠋᠉᠆ᢗᢂ᠆ᠬ ᠘᠆ᢣ᠘ᢣᢅ᠂᠋᠊᠋ᠺᡃ᠋᠋᠆᠘ᡆᢩ᠅ᡗ᠋᠅᠋᠋ᠬ᠅ᡗ᠋᠅

۵۲-۲۲۵ (1) المنهور کې ۵۲-۱۲ مرد کې ۲۵-۲۷

read, "does not apply to an individual	ᢗ᠘ᡃᢦᠯ᠋ᠴ᠋᠋᠋ᢣ᠘ᡆᢩᢨᡳ᠋ᡗᠺ᠋᠋᠋ᡗᢣᢂ᠋ᠮᢄ᠋ᠮ
who is employed to substitute for a	᠘ᡆᢩᢨ᠋ᡣᡗᡃᢛ᠋ᡣᡗᡃᢣ᠌ᠵ᠋᠋ᢣ᠘ᢞᡆ᠋᠋᠋ᡃᢑᡄ᠘ᡄ᠋᠋᠋᠅᠘
teacher on a temporary basis." The rest of	ൎ⅄℠ℂ⊳℉Ոⅆ <sup>լ</sup> ⅃ℳ℩ⅆ՟ <i>ℶ</i> ⅃.
the subsection we recommend be	
removed.	
The Department of Education should not	
be hiring people to perform the duties of	
a teacher if they do not believe that that	᠘᠆ᢣ᠘ᢣ᠌᠌ᢂ᠆᠅ᡣᠻᠫᠣ᠋ᢛ᠂᠋ᠴᠴ᠋᠘ᡃᢦ᠋᠘᠆᠋᠅᠘ᢣᡐ᠅ᠬᡗ ᡆᠴᡆ᠘ᡃᡆᢗᡃ᠅᠋ᡬ᠖ᢕ᠘᠆᠋᠅᠋ᡗ᠆ᠺ᠆᠁
individual should be issued a teaching	
certificate.	
NTA Stratagic Dlan Itom 6	Δ <del>ϲ</del> ·ϞΔ;ͼ ϷϽ;ϞͼϷυϧ <sub>;</sub> «Τογγαια τη δια τη δι Δια τη δια τη
NTA Strategic Plan Item 6	
Mr. Chairman, I am at the final section;	
I'll toast it. NTA strategic plan item 6,	᠘ᡃᠡᠡ᠙ᠵᡠ᠅ᡣ᠊ᢄ᠊ᡆ᠂ᡥ᠋ᡃ᠆᠆᠋᠋᠅᠅ᢕ᠆᠋᠉ᠫ᠉. ᡬᡃᡆᡆ
"To negotiate and safeguard the NTA-	Ხጋ᠈ᢣ᠋᠋᠈ᡃᡖ᠋ᡣ᠅ᡄᢄ, Ხጋ᠈ᢣ᠋᠈ᡃ᠋ᡖ᠋ᡣᡤ᠋
GN collective agreement."	⊴°₽₽∩°₽° Ċ७d⊴ ५>ч₽₽४७С₽₽Ľid≤೨₽°.
C	
Many of the aforementioned	ᡬᡃᠡ᠘᠆ᡩ᠕ᡔ᠋ᠬᡆ᠖᠂ᡐᠵᡶᡅ᠆ᡔ
recommendations and suggestions	ک ۲۰۱۲ ۲۵۰ ۲۵۰ ۲۵۰ ۲۵۰ ۵ ۵ ۵۰۵۰ ۵ ۵۰۵۰ ۵ مالک ۵۰۵۲ ۵ ۵۰۵۵ ۵ ۵ ۵۰۵۰ ۵ ۵ ۵۰۰۵۰ ۵
directly affect the terms and conditions of	
work of teachers and relate to issues of	60752010000000000000000000000000000000000
the NTA-GN collective agreement.	
NTA believes the following sections and	᠘᠌᠘᠊᠋᠖ᢐ᠈᠘᠘᠆᠘᠘᠙᠂ᠴᡆᠵ
regulations of the Nunavut <i>Education</i>	᠕᠋᠋᠋᠉ᡃᠣ᠘ᢣ᠋᠉᠋᠋ᡔᡄ᠋᠋ᠴ᠋᠆᠕᠄᠔ᡰ᠈ᢣᡧᢩ᠒ᡣᠺ᠋᠋᠋ᠬ᠋᠋ᠺ᠆ᢑ᠘
Act, as they currently written, can directly	᠘᠆ᢞᠵ᠋᠘᠂ᡧ᠋᠑᠘ᢞ᠌᠊᠋᠋᠋᠋᠆᠅ᠫᢁ᠆᠘᠘ᢤ᠋ᡗ᠘᠘ᡩᡄ᠘
affect the ability of teachers to perform their duties and fulfill their professional	ᡏᠫᡝ᠋ᠴᠣ᠌᠌᠌᠌ᢣ᠋᠆᠕᠆ᡄᡅ᠍᠍ᡏᡕ᠕᠆ᠬ᠕᠆ᡁ᠋᠕᠆ᡁ
responsibilities.	
responsionnes.	
<b>Issues of Consistency: Student Records</b>	ጋየራላናሀሳናሩ አራምዋላኈሳና ላናሮዮራ
and School Start and End Dates	کר <sup>و</sup> تا کا
Two additional issues will be raised in	Δ▷ፖ≪Ϸርናͽ, ሲኣϷႶლ 1, Δርኣኈሰና
this section. Mr. Chairman, issue one,	ᡣ᠋ᡣ᠋᠉᠊ᢧ᠈ᡆ᠉᠒᠆᠕᠆ᡐ᠘
issues of consistency: student records and	᠘ᠠ᠆ᡃ᠋᠆᠋ᢗ᠋᠋᠋᠋᠋᠋ᡬᡧ᠋ᠴ᠘᠆ᡨᠣ᠋᠋᠋᠋᠋᠋᠋ᠳᢄ᠆᠕᠋᠋᠋ᡬᡬ᠘᠘
school start/end dates.	
NTA believes in consistency for Nunavut	
students and educators across the	
territory. With the new territorial Student	ᡖ᠋ᡔ᠈ᢣ᠋᠋ᢐ᠋ᡣᡤᡄ᠘᠘᠄᠙᠉ᠫᡄ᠘᠘᠂᠕ᢣᡕ᠘᠘
Information System, we believe the Department of Education has begun to	4%PCD5dC. CA6d< <a<< <<cp<<="" td=""></a<<>
implement consistent practice across the	Λ <sup>1</sup> CP 0 D1 · CD 01 · CD · C · C · C · C · C · C · C · C ·
implement consistent practice across the	

territory with regard to student	< <u>Δ&lt;&lt;<id <="" u=""></id></u>
recordkeeping, and we support this.	
However, we recommend that the content of these student records be prescribed in the regulations and consistent throughout the territory. We know that the administrative workload of our teachers with respect to student cumulative files varies a great deal between the three school operations. We recommend that the content of those cumulative files be specifically prescribed so as to be consistent throughout the three regions and to allow for ease of mobility for students that transfer from one region to another.	<ul> <li></li></ul>
Finally, school start and end dates. District education authorities, following the guidelines from the Minister, are responsible for setting the start and end dates for school calendar years. NTA recognizes the community value in DEAs having the ability to schedule their school calendar according to the community's wishes. However, this practice as currently carried out has a negative effect on many of our high school students when it is time for them to write their diploma exams. We believe that the success of our Nunavut graduates should be of utmost importance when setting school calendars.	Ρ <sup>4</sup> <sup>1</sup> <sup>2</sup> <sup>-</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>2</sup> <sup>5</sup> <sup>2</sup> <sup>4</sup> <sup>4</sup> , Δ <sup>2</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> , Δ <sup>2</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>4</sup>
Nunavut families and students also frequently relocate during the school year from one community to another. Having significantly different school start and end dates can negatively impact these students and their families if they are relocating, as some school start dates within the territory vary as much as four to five weeks.	౨௳Ջ౺ℾ ᠘ᡄᡤ᠂ ౨௳౼ఄ౨ ఄఀఀఀౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢ
NTA recommends that the school start	ϷϽ·ϟͽϿϽϳͼ ΔLΔͽϤϞϿϲ

Mi the the wit dat con stat wh	d end dates be prescribed by the nister of Education each year and that district education authorities retain ability to set their school calendar thin those territory-wide start and end tes. This still gives input from the mmunity, yet brings a level of ndardization to the whole territory, ich would benefit our graduating dents.	ہ∠ 2∆ مہم	<sup>、</sup> C
Co	nclusion	LD	PC-JUL
lik	Chairman, in conclusion, I would to reiterate the main issues that NTA put forth today:		ᡃ᠙ᢗ᠋᠋᠅, ᠘᠋ᢣᡃᡕ᠋ᡣᡗ᠆᠋ᡤ᠊ᠴ᠋ᠡ᠌᠌᠌᠌ᢣ᠋᠄ᡃᢑᡃᡉ᠆ᡔ᠌᠌᠌᠌᠘᠅᠖᠖ᡧ ᡃᡐ᠋᠄᠕᠆᠙᠘᠉ᡃᢧ᠘᠋ᠱᢧᡄ᠂᠋ᠴ᠋᠆᠆᠆ᡔ
1.	Teachers are public servants. NTA members are employees of the Government of Nunavut and should remain so.	1.	᠘᠆ᢣ᠘ᢣᢅ᠋᠄ Ⴑ᠙᠋᠋ᡄᡃᡆᠲ᠋ᠴ᠋᠄᠘᠋᠋ᡃᢐᠥ᠘ᢣ᠍᠅ᡤᢆ᠋ ᡰ᠋ᠫ᠈ᢣ᠋᠋ᡃᡉ᠋᠋ᡣᡤ᠂᠘᠙᠋᠋᠘ᡃᠲᠴ᠋᠋᠂᠘᠋᠋᠅᠋ᠥ᠘ᢣ᠅᠋᠋᠋ᠬ᠋ᡝᢣᢄ᠀ ᠘ᡃ᠋ᡪᡗᠡ᠋ᡏᡃ᠋ᢐ᠆᠋᠅ᡗᡊᢖ᠋ᠴ᠋᠋ᡬ᠆ᡆ.
2.	The teacher-student relationship is vital and classroom teachers should have input into decisions regarding student promotion, retention, and acceleration.	2.	᠘᠆ᢣ᠘ᢣ᠂᠍ᡏᢗ᠌᠌ᠵᡝ᠋᠋᠉᠘᠆ᢣ᠘ᢞ᠌᠌ᡆ᠋᠉ᠫᡗ᠂ᢂ᠋ᠫᢌ ᠕᠈ᡃᡶᢗᢂ᠆ᡩ᠅᠋ᡁᢗ᠘᠆ᢣ᠘ᢣ᠂ᡬ᠊ᡆ ᢂ᠋ᡃ᠋ᢐ᠋᠋᠋ᢐ᠋᠖ᢓᢪᡆᡅ᠋᠍᠆ᡄ᠉᠂ᠮᡅ᠋ᠴ᠘᠆᠅ᡁᠳ᠍᠋ᠺ᠋᠋᠋ᠮ᠅᠋᠁
3.	In-school suspensions are not viable in light of suitable space and supervision.	3.	ᠴ᠋᠉ᡃᡃᡖᢤ᠋ᢕᡗᠺ᠋᠋᠘ᢨ᠋ᢩᡆ᠋᠂ᢅᡦ᠊᠉᠂ᡏᠺ᠋ᠬ᠋ᢐᠴᡐ᠋᠋᠋ᢨᡧᢉᠫ᠉ ᢗᢨᡄ᠉᠊᠋᠊ᠧ᠋᠕ᡔ᠋᠋ᠦᢣᡪ᠋ᡃ᠋ᢄᡩ᠋ᠺ᠆ᢋ᠋᠋ᠮ᠋᠌᠆ᢤ᠖᠉ ᢗᢨᡄ᠉᠋ᠧ᠋J
4.	Training, planning, and communication – curriculum, program materials, and training must precede the implementation of any new Department of Education initiative. These planned initiatives should be communicated well in advance and in a clear, transparent, and documented fashion.	4.	Λლᡶ᠋ <sup>ͼ</sup> ᢣ᠘ᠳ <sup>ͼ</sup> <᠋᠂ᡆ᠌Ϸᢣ᠌᠉᠋ᢑᢆ᠅ ᠉᠋᠖᠖᠖ᡣᡤᢆ᠂ᠳ ᠘ᡄᢩ᠂ᠳᡘᡘ᠋ᠬ᠅᠘ᡬ᠕᠋ᡄᡃ᠘᠅᠘᠋ᢍᡝ ᡆ᠋᠌᠉᠅ᢕᢄ᠖᠄ᢗᡅ᠋ᢋᡠ ᠘ᠴᡄᢩ᠈ᡊ᠂ᡆᡄ᠘᠋᠘᠆ᡘᢁᢩ᠈ᡁ ᠘ᠴᡄᢤᡎ᠋ᢛᠳᢋ᠘᠘ᠴ᠘ᡷ ᡬᡰᠣ᠘ᡄᢤᡁᠳ᠋ᠺᢋᠴᠺᢩ᠄ᡶ᠅ᡁᡲᡳ
the edu	A, like all stakeholders, believe that student is at the centre of the acation system. NTA also believes that student-teacher relationship is most	Δς	ፇ፟ኍኄኯበሶና ርሏ፟፟፟፟፟፟፟ርጋፚኈዹዀ ዻናጋዀርዾኇዄናΓኯ ፟፝፝፝፝፝፝፞፝ጜዀዀኇ፟፟፝ኇ ፟፟፟፟፟፟፟፟፟፟ፚዾኯ፟ኇዀኇዾኇኯዀዀዀዀዀዀዀዀ ዾዹዾኯኄኯበሶኈኇዀኇዾኇጜዀዀ፞ ፚኇጜፚ፞፟፝፝፝፞፞፞፞፞፞፞፟፝፝

vital and must be supported. The further we move away from this relationship and the classroom, the less proactive, the less responsive, and the less inclusive we become. The points and issues raised here today speak to our members' concerns and, therefore, impact this relationship as well, for the conditions under which we teach are the same under which our students learn.	ϹͺͺϷϷϧͺͺϤͺͺϲͺϷͼϧϧϥͺͺϫ Δͺͺϫͺϫͺϫ ϷͶͼϫ Ͽ; Ϸ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ Ϥ
This has been NTA's vision for how to amend and strengthen the <i>Education Act</i> . We anxiously await the Government of Nunavut's new vision so that we can work together towards our common goals of putting students and their needs first.	ርኖዊ ርd°Ⴍ°ѷᠡᠯᠮ᠈᠘ᢣ᠌᠀᠂᠘ᡔᢪᠦ᠋ᠯ᠋᠉ ᠘লᲡ᠉᠕᠈᠊ᠯᡣ᠋ᠬᡗ᠆ᠴ᠋J. ᠌᠘ᡆ᠀᠂ Ⴑዊ᠋᠋Ŀ᠂ᡌ ᢗd°Ⴍ°ѷᠨᠯ᠋ᡐᡃᢗᢪᡗ᠋ᠬ ᢗ᠘ᡃᢐᡰᢋ᠋ᢗᡆᡃᡪᠺ᠘ᡄ᠌ᢇ᠘ᡷ ᢦᡃᠡ᠘ᠳᠯ᠋ᠮ᠘᠘᠘ᡔ᠋ᡅ᠘ᡔ᠋᠖᠘᠆ᢣ᠉᠋ᠬᢪ᠋ᢨᠥ᠆ᠴ
Thank you, Mr. Chairman. Thank you, Committee. We will now entertain any questions that you might have regarding our presentation.	ჼd৮°ႭႠჁ, ΔჁჄ֎ჁႠ჻.
<b>Chairman</b> : Thank you, Mr. Kreuger. Just for the sake of the people who are doing the microphone monitoring, if you can just end off with acknowledging the Chair.	<b>Δ•/ペレር፣•</b> (ጋኣኦበJና): ናਰኦ°உ广், ୮ <sup>、</sup> ር ਰဉ்Ⴑ. ርΔኮժ⊲ ናbσ°ኚ່በσ•
I want to really thank you for the work that NTA has put into this submission. I know, myself, I read it with great interest. There was a lot of very detailed information and the format, I think, was very helpful to the Committee in analyzing, discussing, and just thinking about the recommendations that were made in there.	<sup>5</sup> d৮°ឩϹϚϿϷͺϹϷϤϤͺΛϚͺͺϤͺͺϟͺͰϧϚϿϷ ͶͶϚϷϟͺͺͺϷϧ;ϟϷ·ϿͺͺϹͼͺϷϧϷϲͺϳͽϽͿ 5d&ϤͼͺͽϽϤϿϲϷͽϽͽ ΔϿϲϥϿ;ϷϷϿͼϿϲϿͼͿϲͺͼϳͼϷϟϣϟͿͼͼϧϲϿ ϷϐͼͶͼϿͼͺϿϲϗϲϲϲϷͽϽͿϷ 5ϷϹ;ͻͼϲͼͶ;ϿͿϧϿϲͺϿͼϲϲ ϤϽϲͺϥϫϲϷͼϹϞ
With that in mind, I'm going to forego any opening comments from the Chair right now and we will go directly into questions. Ms. Angnakak.	ር፟ <sup>ዸ</sup> ፞ዹዾኈ፝፝፝፝፝፝፝፝፝
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Welcome. I would like to start	<b>ፈናዹኈьናኈ</b> (ጋኣትበሀና): ናdታ°ዺ广፟፟፟፟, ΔዮረペϷርʹኈ

off with - what page are we on here -	L≦∧८™ 3, Þ⁵Þ₽√⁵Þ₽₽₽₽€ C⊆⊂LS C∆₽d⊲
page 3, where you talk about the top five	᠕᠋᠋ᡃᡝᠯ᠋᠋᠆ᡧ᠘᠆ᡁ᠘᠉ᢣ᠈ᠳ᠘ᡁ
areas in which NTA members cited that	᠘ᡃ᠋᠋ᡰᢣ᠋᠘᠋ᡏ᠋᠉ᡩᡄ᠘᠕᠋ᢧ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘
they need more support in. The first one	ᠵ᠋ᠴ᠋᠈ᡃᡁ᠘ᡃᢣ᠋ᠵᠳ᠋ᠴᢗ᠋᠘ᠲᡅ᠂ᠳᡄ᠋ᠵᢈ᠋ᠺᠬᡃᢐᠳᢓ᠘ᡧᢂᢣ
you say is "Increasing time available for	᠂᠘᠖ᡃᠬ᠅᠘᠘᠋᠂᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘
	᠈᠖ᢣᡝ᠂᠂᠂᠂᠘᠆᠂᠐᠆ᡐᡕ
planning and preparation." Can you talk a	でそれてい」 う で とのC Lというべん? GHPの市 ムビスのCCS.
little bit more about that? Are you talking	107 <sup>-</sup> 01 <sup>°</sup> Δ <sup>α</sup> γ≪ν⊂ <sup>ν</sup> .
about increasing hours or [fewer] hours	
for children to go to schools so that	
there's more time to prepare? What does	
that really entail? Thank you, Mr.	
Chairman.	
Chairman: Thank you. Mr. Kreuger.	<b>∆∿⁄≪⊳⊂∿</b> (ϽϞ≻∩Ϳና): ჼd⊁°Ⴍ广ჼ. Γ <sup>、</sup> Ϲ dŻႱ.
Mr. Kreuger: Thank you, Mr. Chairman.	<b>ፅଚିତ</b> (ጋኣኦበJና): <sup>ና</sup> ፅታ°ዹ广፟ <sup>ኈ</sup> , Δ <sup></sup> ዮፖペኦር <sup>ና</sup> <sup>ኈ</sup> .
Chairman: Sorry Just wait for the light	
Chairman: Sorry. Just wait for the light	<b>ΔϧϞϭϷϹ;ϧ</b> (ϽϳϟϧͶϽϲ); ΓΓϤσͺͽ· ϷϹͽϧϤΫϷ
to come on.	∆₽Ს୵ᡃᢩᡆᢑ᠘ᡋᢛ
Mr. Kreuger: Sorry. Thank you, Mr.	
Chairman. This speaks to what is usually	<b>᠔᠌ᡷ᠋᠋᠘</b> (Ͻᡃ᠋ᡪᢣᢕ᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠘ᡏᡏ᠋᠋ᡆ᠋ᡄ᠋ᡃᢛ. ᠋᠂᠔ᡃᢞᢁ᠋᠋ᡏᡃ, ᠘ᡃᡟ᠙᠋᠌ᢂ᠋ᢗ᠅.
referred to in schools as prep time. It	᠘᠆᠆ᠳᡐ᠖᠊ᠣ᠂ᢂ᠆ᠴ᠋᠅᠋᠘᠘ᢣ᠋᠋᠂ᠳ᠖᠕᠆᠂
does not take away time from students'	ᢄ᠘ᡌᡠᡃᡗ᠊᠊ᡠ᠋ᡩ᠋᠂᠘ᢗ᠆ᡔᠴᠴᢆ
instructional time, but it does speak to the	᠘᠆ᢣ᠘ᢣᢅ᠂᠋ᠴ᠘᠆᠂᠂ᠴ᠘ᠴ᠘᠆᠘᠂ᠴ
number of staff that you need to have at a	<ul> <li>Δ_</li> <li< td=""></li<></ul>
school so that you can timetable time for	
the teacher to have outside of the	
classroom while they are receiving	$\Delta C^{\circ} \sigma d^{\circ} \Omega C P \Omega^{\circ} \square C^{\circ}$
instruction from another teacher.	
Typically, in a school that has a dedicated	ΔLΔႱႸLC
phys. ed. teacher, for instance, when the	
students go to phys. ed., that would be	
• • •	᠕᠋᠋᠖᠘ᢣ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘
prep time for the teacher whose students	᠈᠂ᡠ᠈ᡱ᠅ᡠ᠖᠕ᠺ᠕᠕᠕᠕᠕᠕᠘
are in the gym. Other ways are to cycle	᠘ᡃ᠋᠋ᡋ᠇᠋᠖᠆ᡩ᠑᠘᠋᠅ᡥ᠋ᢗ᠘᠋ᠳᡄ.
language teachers through that way or a	
math teacher so that it does not impact	
the minutes or hours of instruction of	
students.	
I hope I answered your question, Mr.	
Chairman. Thank you.	ᠻ᠌Þᢟᡃ᠋᠋᠋᠋᠋᠋᠋᠋ᡦᢐ᠘᠋᠋᠋?᠄dᡃᢞ᠋᠋᠋᠋ᠴ᠋᠋᠆᠘ᡃ᠈ᢣ᠙᠋᠌᠌ᠵ᠋
Chairman: Thank you, Mr. Kreuger. Ms.	
Angnakak.	<b>△▷ィ≪▷⊂ᆢ</b> (ϽϞᲑ∩Კ፡): ჼݸᢣᠲႭᡤᢛ, ୮ᢣᢗ ᠔ᡬ᠐. ୮ᢣ
	<b>⊲₅</b> ⊄₽₽.

<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thank you for your response. Does this mean that you want to hire or that is there a need for more teachers, then, to be in the school so that they can take over the class while the primary teacher has the time to do the preparation? What would you be asking for? Thank you, Mr. Chairman.	<b>ፋና쇼৽bና•</b> (ጋኣትበጋና): ናਰታ°ዺቮ•, ΔኣታペϷርና። ላዛሬጋ ናਰታ° ዋቅሁልና. ርሏሬ ልርኣሏትርናቅϷ৽ቴዮሚሊናናዮልኮን? ርዮፈ ልርኣሏት ቅሩጋ°ሁሏታናσ° ሀσና ልፈ°ቦኈበ°ህ ልርኣሏናቴናርσና፤ርና. የሪፑና ϷናቴϷሪናን ናਰታ°ፈቮ•, ልኣታペϷርና።.
Chairman: Thank you. Mr. Kreuger.	<b>Δ•/ペÞርጭ</b> (ጋኣኑስገና): ናਰንድፈርዮ. ୮ኑር ਰታሪ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. There is no doubt that increasing prep time would require either a timetabling solution or increased staff. It's connected, for sure, but already, schools run varied programs that require dedicated, specialized staff like phys. ed. teachers, like senior science teachers. When schools have dedicated, specialized staff, they can, through timetabling, be able to free up a teacher regularly throughout their work week to have prep time, but it does take planning and often does take additional staff.	<b>ἀἐᡶ</b> (ϽϞϷႶͿϚ): የϭϧͼϫϳϷ, ΔϞϒϭϷϲϳϷ. <Δ<<লռσ <sup>®</sup> ϹϹ <sup>®</sup> ۸ልናϷσϭ <sup>®</sup> <ና ጋዖϷዖ <sup>®</sup> Δ <sup>®</sup> Ͻ <sup>®</sup> Ϸ<ͺͻ <sup>®</sup> ႱΔϟናልϷϞ <sup>®</sup> υ ϲ <sup>®</sup> ΛልናϷ <sup>®</sup> ΠΛϭϳ <sub></sub> ͻ <sup>©</sup> <sup>©</sup> <sup>©</sup> <sup>©</sup> <sup>©</sup> <sup>©</sup> <sup>©</sup> <sup>©</sup> <sup>©</sup> <sup>©</sup>
For schools that do not staff any specialized teachers, then the only way to get prep time is to group classes together or have additional staff so that we can cycle students to another teacher while they have their prep time to deal with preparation and the new initiatives of the Government of Nunavut like the language or balanced literacy initiatives to deal with some of the expectations of that.	ርΔ២៨៨ የረ⊏Ĺσና ለ፫ኪላናክናክናርጭጋና, Δċ ΔᲚᢪᠣ╡Ⴖናክናናምጋና ለልናክናበላዮጦታምትኦኦሪΓ ጳፖΓውና Δ፬ጐጦክበናክርድኦታታውምጋና ርL២៨ Δክናናሮኦፖበዮጦና ጳምዖንሪፖድወታፋኒቦና. ርL២៨ ፓኪኦቦፇኦዲኒር ለልናክናበላናልገና ሮ՞፬ ΔሮኣΔኦ.
<b>Chairman</b> : Thank you, Mr. Kreuger. Ms. Angnakak.	<b>∆•୵≪⊳ር∙•</b> (ጋኣ̀ኦ∩Jˤ): ናਰኦ≏൨广், ୮·Ϲ ਰၣંႱ. ୮ ⊲ና₾₽ҕ₅.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Your comments are interesting because yesterday at our	<b>ዻኁዹዾቇኈ</b> (ጋኣ፞ኦበJና): ናਰታኇዹቮኑ, Δኣፖኆኦርኈ. ር፞፞ቐ፞፞፞ ዾና፞፞ዾዾፈኊታበና ጋኣዖፐዹኈጋና, Δ<<ኣኣኈ

public meeting, one of the participants stood up and was concerned about the fact that the middle school was losing their phys. ed. teacher. In the news recently, concerns were raised over the fact that the number of teachers in some schools was being reduced. It seems to go against what you cite as a need here, so I just wonder what your thoughts are on that. Thank you, Mr. Chairman.	ΔοςͺϳͽηηςͺͻϹͺΔϲͺϧϲͺϷ<ϚϽͽ ΔϲͺϳϿ;ϷϲϷͽϟͿϲ;ϹͺϤϐͼϲϫͽϽϲ Δϲͼͼϥ;ϗϧϧͼϲͺϫͽϷΔϞͽη;ϷϧϲͿϲͺͺϥϲ ϳͼͺϼϿϳϲϷͽϽͽ ϹϹͼͺ ΔϲϳͺϳϽϦϷϷϲϷͽϟϹ;ͽ, ΔϛͺϪϳϲͺϫ Ϸͼ;ϳϹϷͼͺϹϭϲϭϲϧϲϿϤ; Ϸͼ;ϳϲϧ Δ; Δ;ͻ;ϳϧͺϿϲ Δͺϫ
<b>Chairman</b> : Thank you, Ms. Angnakak. Mr. Kreuger.	<b>∆⊳୵≪⊳⊂ና</b> ⊳ (ጋኣ̀ት∩Jˤ): ኀd⊁°Ⴍ广҃ʰ, ୮՝ ⊲ኁႭჾႱႪ. ୮՝୦ dżႱ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. If I understand your question correctly, you are saying that the trend that we are losing staff is counter to the wishes of the teachers to have Yes, I can comment on that. Thank you.	<b>ፅଚ፟し</b> (ጋኣትበJና): ናਰኦ°ዺ广ঁኦ, Δነፖ≪ኦርጐ. ጋዮፖናበፈዖL ኦ՟ጏ୮ Δኈ፟፟፟፟፟፟፟፟፟፟ አምምር ይናበናማዎና, ይናበሲσዎና. ርዮዉ σናሮኦበቦኆ፝፞፝ዹኈርና, ናਰኦ°ሲ广ኑ.
The changes and cutbacks in staffing are reducing prep time for teachers. That is, there's a direct relation and we have the formula issues in creating prep time. It's not entrenched and there's a wide disparity in the amount of prep time that teachers across Nunavut receive. Some schools receive very little and other schools might get a little more. There are issues with how it's arrived at.	ΔϲϞΔ; ዾbበኈርኦኆ፦বՈ՟ͻቦ ኦቃዮጵና፦বምዮምያና Δዮናਰኦቦላኁኑ ርደዲ ላኦኦዮሮኦንርኦኖ፦বէኈ ለልኄኦዮጵበላዛደሲናናሮবናዩር ፋንጋልምቴኦሮሲናንምን. ΔናϞΔጵϲቪና ለልኄኈበርኦዮቦንላጋና Δሮዮና ርΔνσላ, Δሮዮና ሲደ՟ጋበ Δሮዮና ለልኄጜምኣኦሮንበ, Δሮዮና ለልኄዮምጭኣኦሮንበ. ኄቃጮ ጳኈዮሥንደምህ ሮኄ ርΔLΔንኣብቦኑ.
We're staffing according to numbers and not attendance, and this actually, I would like to bring this in, currently as it stands, schools are staffed according to what they call enrolment, but enrolment is really defined as the attendance at a particular time of the year. In the view of NTA, this is the wrong way to view enrolment.	ϤʹͰͺͺΔʹ <sup>ϧ</sup> ϷϿϪϟʹͽʹϺϚͺͺϫʹϒϷͶʹϒͶϽϚ ϷʹͽϷϒͺͺͺͺϟͺͰϓϚͺͺϳͺϷͺͼͺͺϪϲ·Ϸ·ϭϭʹͼʹϚ Ϫϲ·ͺϞϓϤϭ·ϤʹͽʹϚͺϤͶʹϒϹͺϷϿʹϭʹʹϒϚͺͺͺϹϲϧ Ϫϲ·ϧϪϒϷϚͺϪϭʹϒϚͺϪϐʹϿͼϹϷʹϘʹϚϒϚͺϹϭͺ Ϫʹ·Ͽʹ·ͺϳϧʹϧϿϲͺϹϤͼϿϚ;ͺͺͺϹϲϧ Ϫϲ·ϐϭϥͺͺϥʹͽʹϚͺϪͺͰϐϿϹͶϚϭ;ʹϧϾϹ ϷϽ;ʹϒͼϧͶϦʹϿϲͺϹϲͰͺͼϿϹϒϿϚͺϹϪϲϪϲʹϧϧϭϧ
Enrolment is actually a legal issue; it's defined in the Act as students being at school for a certain age, and census data should determine enrolment. If a student	۹ <sup>ـ</sup> ــــ د۵هـم فـ/۵۰ده، ک <sup>ـ</sup> ۰۵ ۵۵ ۵۰ــدده۲۹، من

is of a certain age that's required by the Act to be at school, they are enrolled in school or it's against the law. That is what we believe should be used to decide on school staffing numbers, not deciding on the ones that are at school. That's a failure in our system. Thank you, Mr. Chairman.	ላናፋታን የድፍት የገልጉ የተሰው የተሰው የተሰው የተሰው የተሰው የስት
<b>Chairman</b> : Thank you, Mr. Kreuger. Yes, if you could just acknowledge the Chair when you're finished your response. Ms. Angnakak.	<b>Δ•/ペÞርና•</b> (ጋኣትበJና): <sup>ና</sup> dታ°உ广 <sup>ኈ</sup> , Γ <sup>、</sup> ር d쿠Ⴑ. Δ <sup></sup> ዮ/ペÞርናJና Þናbናbናርዖልና ለታሲናΔJልና. Γ <sup>、</sup> বና <sub>ً</sub> ው <sup>ኈ</sup> .
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thank you for your response. I would like to go to the next one, actually. It talks about improving support for children with special educational needs. I have raised this before as a concern of mine where I'm wondering: what kind of support are you talking about? I understand that some assessments, perhaps, are not being done. I'm wondering if that's one of the concerns there. Thank you, Mr. Chairman.	<b>ϤʹͺͺϷϧϧ·ϧ</b> (ϽͺϳʹϧϽͺͿϲ): ;ϥϧͼͺϹϳ·, ϪϧϟͺͼϷϲ; ;ϥϧͼͺϲϲϷͼ ϲϫϳͼ ϷϷͼϷϲ;ϫͼ. ϲϪͺ ϟͻϟͼ Ϫϧ;ͼ;ϥϿͼ Ϫϧ;ͼ; ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairman</b> : Thank you, Ms. Angnakak. Mr. Kreuger.	<b>Δﻪ/≪ϷϹ</b> ናゅ (ጋኣኦ∩Jና): ናਰ⊁≏Ⴍ广ჾ, ୮ኁ ⊲ናႭჾႱჾ. ୮ኁ୦ ਰ੨ָט.
<b>Mr. Kreuger</b> : Well, that could be part of it. Access to professionals that can identify student needs is one. We have a number of students who have not been diagnosed, but teachers suspect that they need support, so diagnosis and access to the professionals that can do that is certainly one. The other is student support assistants. These are not members of NTA but are NEU employees who are employed to assist teachers with classes that have an inordinate amount of special needs students. Thank you, Mr. Chairman.	<b>ἀἐᡫ</b> (ϽϞϡΛͿϚ): ϹϹ <sup>°</sup> α, Δϲ <sup>°</sup> Ϟυ <sup>°</sup> Ͽ <sup>°</sup> Λ <sup>°</sup> ϞʹϹϷϽΔ <sup>°</sup> α <sub>Λ</sub> , ⊲ϲ <sup>°</sup> , ϹϹ <sup>°</sup> σ <sup>4</sup> <sup>°</sup> h <sup>°</sup> P <sup>2</sup> σ <sup>°</sup> Δ <sup>°</sup> α <sup>3</sup> <sup>°</sup> λ <sup>3</sup> <sup>°</sup> α <sup>°</sup> <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> α <sup>°</sup> <sup></sup>

Chairman: Thank you, Mr. Kreuger. Ms. Angnakak.	<b>∆•୵⋞⋗⊂ና•</b> (ጋኣ̀ት∩Jና): ናਰ⊁≏ഫ广், ୮୯୦ dਏႱ. ୮ኣ ⊲ና∝ﻩ៤ና•.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. I recently received a letter from the Minister of Education when I raised this concern and he said in his letter that assessments have to be done by the families and they have to be paid for by the families. Once assessments are made on a child and perhaps a plan is laid out for how the child can be helped, very often, the school cannot follow that plan because of capacity issues. I'm wondering: what are your thoughts on that? Thank you, Mr. Chairman.	<b>ϤʹϤϷϧ·</b> Ϸ (ϽͺͻϷͶͺϿ;; ;ϥϷͼͺϹͼ, Δεγ«ϷϹͼ. ϹͼϼϽϛ ΠΛͼϷϷϒϤͼϷϲϫͼͳ ΔϲͼϭϤͼϿϲϲϫͼϤ Γσές Δϲϔσͼ, ϷͼϷϲ Γ Γ Γ Γ Γ Γ Γ Γ Γ Γ Γ Γ Γ
<b>Chairman</b> : Thank you, Ms. Angnakak. Mr. Kreuger.	<b>Δ•/≪ϷϹ·</b> Ϸ (ϽϞϞ∩ͿϚ): ·d৮°ႭϹϷ, Ϲ <sup>៶</sup> ⊲·ႭϷႦႪ. Ϲ <sup>៶</sup> Ϲ dŻႱ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. Certainly, I would say that NTA would agree that capacity issues are a challenge and when asked to deal with the challenges of inclusion. Inclusion is a wonderful principle, but if applied where it is needed, it requires a lot of resources, especially in a territory like Nunavut.	<b>ἀἐᡶ</b> (ϽϞϡΛͿϤ): ˤdᢣᅆႭᡤϷ, ΔϷϟϘϷϹʹϷ. ἀἐϷ, ϹϷdϤ ϼϥϿ·Γ Δϲ·ϞΔϡϚ ϷϽϞϡͼϷͶϻʹϞυσͼϷ Λʹ·ϿϹ ΔͼϷͼϪϟͼͶϼϷϞϿϥͼϭͼ ϹʹͼϾϲϲϷ;ͼ. ΛͼϷϹϷͶͼͶϧϟͼͼͽ ΔϲϷͶͼͶϧϟͼͼ ΛϷ;ϤϿϧϿϥͼϷ, Ϸ;Ϥϭϲ Δϲ·ϟϷʹϚͼ ϥͿϽΔͼϥͼ ΔͼϷͼϫϟͼͶϛͼϹϲϲϧϲ; ϫϿϤͽϽΓϲ
I think that this is where two value systems often clash and, that is, an accounting system or a bean-counting system comes head-on with a system that's trying to meet the needs of a student inclusion system or even a system of cultural values, an IQ system, and that's where they meet. It's with issues like this.	Δ/Lէ <sup>&amp;</sup> UC CLÞΔ <sup>\$</sup> bΔ L <sup>\$</sup> <sup>2</sup> <sup>b</sup> Ϥ <sup>&gt;</sup> <sup>4</sup> <sup>b</sup> <sup>6</sup> <sup>b</sup> <sup>6</sup> <sup>b</sup> <sup>2</sup> <sup>b</sup> ΔC <sup>\$</sup> b <sup>4</sup> <sup>b</sup> Ϥ <sup>5</sup> b <sup>6</sup> CÞΠ≪ <sup>&gt;</sup> <sup>b</sup> Δ\Δ <sup>1</sup> <sup>2</sup> <sup>4</sup> CÞ <sup>2</sup> <sup>4</sup> <sup>2</sup>
More staff is definitely needed for these situations and they are currently not provided for in our staffing formula. All I can say is that NTA agrees that this is where problems exist when attention is drawn to capacity issues when we know the need is there, but we don't have the	Δ <sup>ͼ</sup> ϷϫϪϟ <sup>ͼ</sup> ϷͺϿϲϿϲͼ Δ <sup>ͼ</sup> Ϸ Δ <sup>ͼ</sup> Ϸ Δ Δ Δ Δ Δ Δ Δ

ancillary support provided. Thank you, Mr. Chairman.	᠕ᢗ᠋᠋ᡃ᠋ᡋᡅ᠊᠋ᡏᡃ᠋ᢐ᠋ᡃᢛ᠋᠋᠋᠋ᡔᢪᡣ᠘ᠴᡏᡃᢛ᠋᠋ᢕ᠋ ᠘ᡃᠡᠯ᠙᠋᠋᠋ᢦ᠋᠋ᡬ᠅
Chairman: Thank you, Mr. Kreuger. Ms. Angnakak.	<b>Δ•/ペÞር</b> ጭ (ጋኣኦበJና): <sup>ና</sup> d৮°உ广ঁ <sup>5</sup> , ୮ <sup>、</sup> ር d쿠Ⴑ. ୮ <sup>、</sup> ସ <sup>ና</sup> ዉ <sup>▶</sup> b <sup>%</sup> .
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. I agree and it's a really important area that needs to be addressed. We seem to be doing the opposite, taking away teachers.	<b>ব্রু৬৮%</b> (ϽϞϡႶͿϚ): ថታ°൨广ঁϷ, ΔϷϒϘϷϹʹϷ. ϹϹ°൨ Λၬ᠘᠒ᠴᠯᢁᢗϷᢁϷ᠖ᡃ᠌ϷϒϷᢣᡅ᠋᠊᠋ᡏᠮᠯ᠅. বᠬᢑ᠋᠋ᢣ᠅ᠫᡅ᠅᠋ᡦ᠘ᡃᠫ᠘°᠌ᡅᠺ᠆ᠴᢗᠴ᠘᠆ᢣ᠘ᢣᠦᡃ.
I would like to go on to something else that you said and that's on page 6. When we talk about the literacy coach positions and I think here, my colleagues and I were quite surprised when you said that these positions are taken from existing positions and redefined as the coaching positions, if I understood you correctly. When we met with the department and the Minister to look at the funds, we were told that they were new positions. I'm wondering if you can clarify that, please. Thank you very much, Mr. Chairman.	C <sup>®</sup> & σ 6- <sup>\$</sup> Uσ <sup>\$</sup> <sup>5</sup>
Chairman: Thank you. Mr. Kreuger.	<b>Δ•/ペレርና•</b> (ጋ <sup>່</sup> ኣትበJና): ናਰትድወር፦. ୮ <sup>,</sup> ር dżႱ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. Well, here's a case where the report was written and in the time that the report was submitted, the Department of Education did, in fact, announce that learning coaches and literacy coaches would be staffed.	<b>d</b> ቅሀ (ጋኣትበህና): ናdታ°ዺ广ካ, Δኣፖ≪Ϸርናካ. ርΔL° ር°ኣ ኦσካዕሮϷናውርጅሮምናካሪናካ ላካኒ ኦሮካሪና ኣጭዖርኦኒር Δሮ°σላጭጋΓởና ኦናኮንፓኛና ርናካሪኦሌ ርደካላ ΔሮኣΔትውና ΔሮኣΔትና Δናካሪፈላትረና∿ሁር, Δናካሪፈንጭበርረና∿ሁር.
In my presentation, I tried to draw attention to the fact that last year when the positions were first phased in, they were not staffed. For a period of one year, our classrooms were under stress because teachers were pulled out of the classrooms to serve those positions in some of our regions and that now, next year, those positions will be replaced by staffed learning coaches and literacy	Ϥ <sup>ͺ</sup> L <sup>ͺ</sup> CD <sup>ͺ</sup> <sup></sup> <sup></sup> <sup>1</sup> <sup>1</sup> Ϥ <sup><sup>1</sup><sup>1</sup></sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> Δ <sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup> Δ<sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup> Δ<sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup> Δ<sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup> Δ<sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup></sup></sup>

coaches in our schools.	ልር-ነዾትውና.
coaches in our schools.	
As you had identified earlier, this is also in a climate of declining staff. The perception in the school, even though they are all getting an additional staff for a literacy coach, they have lost other teachers in the school, so the stressors are still the same. I think the point we wanted to make is that with these new initiatives like this where NTA is not opposed to new staff like literacy coaches, but the staff must precede the implementation of the program. Don't introduce the program over a number of years and then bring the staff later because it already put many schools under great stress.	α_>αΔ <sup>6</sup> ν/ΥL <sup>Υ</sup> C ϷϚ <sup>6</sup> CΔĊ <sup>6</sup> , Δ <sup>-</sup> C <sup>4</sup> Ϸ <sup>2</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> α <sup>2</sup> <sup>6</sup> <sup>6</sup>
It also creates an attitude that isn't necessarily as positive as it should be for the involvement of these new educational professionals in our system. If they were achieved by larger class sizes, then some teachers might not welcome them with open arms like we would expect. It's about planning. It's about transparency and sharing of the plan, communicating and doing it in advance of the implementation. Thank you, Mr. Chairman.	ϹͺϷͺͼϹϷͽͺͺͺϫ;ϒϷϐͼϭϽϹϷϭͽͺͺϒϷͼϽϚͼ ͺϫͽϳͺͺϫͺͺ ϪϿϹͺͺϫͺϫͺϫͺϫ ϫͼϫ ϫͼ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairman</b> : Thank you, Mr. Kreuger. Ms. Angnakak.	<b>∆⊳/≪⊳ርና⊳</b> (ጋኣ̀ኦ∩Jና): ናd≻°உ୮҆⊳, ୮୯୦ d₽̀し. ୮୯ ⊲ና≏๒๖Ⴊ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. It's definitely something for us to follow up with the Minister.	<b>ዻኁ፞፞ዾ<sup></sup>ﻩ₺</b> (ጋ፟ኣትበJ <sup>ᢏ</sup> ): ኀ፞፞፝፝፝፝ ኀ፞፟፟፟፟፟፟፟ታ <sup>ኈ</sup> ዾቮ፞ <sup>ኈ</sup> , Δነ፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞  ፈላጮሰባኑን። ୮σ·Ϲ⅃ና ⊲∧ኈ፟፟፟፟ሰባ፞ኁ፟ኁ∩⊲ኆ፞፞፞፞ <u></u> ፞፞ጏ <sup></sup>
I would like to go on in the same page but further on down where you talk about the ratio. I feel like I'm kind of confused too when I look at this. What worries me is that if there's no standard set, are we talking about that classrooms are all different sizes and that there is no real standard within the territory? Thank you,	C°ళిరాసిదించి L<గిర్క్, ÞʻbÞ?ʻbbరోలిడిల్లిరి 'bొగిరా దదారిగిరా దదిని bLr4sb్Lిర్. దెలిలిది శిలిగిరా ఉనిరిగిరా దనిరినిలిల్లి తిలిగిరి దిలిగిరింగా దదారితిగిం శిలిగిందిలి ప్రతింది దదుకిగిగిత్తంగి? కిరించింది, దిలిలింటి.

Mr. Chairman.	
<b>Chairman</b> : Thank you, Ms. Angnakak. Mr. Kreuger.	<b>Δ•/≪ϷϹ</b> ና• (ጋኣ̀ት∩Jˤ): ኀdᢣᢩᡆᡏᡃ, ୮ <sup>៶</sup> ⊲ኁ፞፞ჲь₯. ୮ <sup>៶</sup> ር d⊅Ⴑ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. Your understanding is correct. There is no standard classroom size, that the educator-student ratio is a ratio of students to education staff in the school, which includes non-teaching staff like principals, vice-principals, now the literacy coaches. Depending on how big a school is, they might staff people like librarians, counsellors, this starts to be a number that can become meaningless. What we are asking for is something that is more reflective of what the classroom size is and that that be defined.	<b>ἀἰ</b> (ϽͺϤϷͺϽϤ, Δ,
Related to what I mentioned previously, the actual enrolment or the enrolment related to the definition in the <i>Education</i> <i>Act</i> and the census data of the community and not the attendance, attendance is a huge issue, but it should not be a handicap that affects inclusion and programming in the school as well. Right now, that's what it's doing. Thank you, Mr. Chairman.	CΔĹ <sup>Ϸ</sup> Ϸ <sup>s</sup> b <sup>ss</sup> bϷႱLΔϲ <sup>Ϸ</sup> <sup>s</sup> b <sup>c</sup> Λϲ <sup>c</sup> <sup>c</sup> Δ <sup>c</sup> <sup>e</sup> σ <sup>4</sup> Λ <sup>4</sup> <sup>sb</sup> <sup>ss</sup> ΛCϷ <sup>L</sup> <sup>k</sup> <sup>i</sup> C Ρ <sup>c</sup> <sup>-</sup> νσ <sup>4<sup>ss</sup></sup> CϷ <sup>λ</sup> L <sup>4<sup>c</sup></sup> L <sup>c<sup>c</sup></sup> <sup>Δ</sup> <sup>c<sup>s</sup></sup> , Ρ <sup>c</sup> <sup>-</sup> νσ <sup>4<sup>ss</sup></sup> Λθ <sup>e</sup> <sup>c<sup>s</sup></sup> <sup>i</sup> <sup>ss</sup> <sup>2</sup> <sup>ss</sup> <sup>2<sup>ss</sup><sup>2</sup><sup>ss</sup><sup>2</sup><sup>ss</sup><sup>2<sup>s</sup><sup>2</sup><sup>ss</sup><sup>2</sup><sup>ss</sup><sup>2<sup>ss</sup><sup>2</sup><sup>ss</sup><sup>2<sup>ss</sup><sup>2<sup>s</sup><sup>2</sup><sup>ss</sup><sup>2<sup>s</sup><sup>2</sup><sup>ss</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2</sup><sup>ss</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2</sup><sup>ss</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2<sup>s</sup><sup>2</sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup>
Chairman: Thank you, Mr. Kreuger. Ms. Angnakak.	<b>Δ<sup>ϧ</sup>/ペϷϹ·</b> Ϸ(ϽϞϷႶͿϲ): ·dϧͼႭϹϷ, Ϲ·Ϲ dϷႱ. Ϲ· Ϥ <sup>ϛ</sup> Ⴍ <sup>ϧ</sup> ϸ <sup>ϛϧ</sup> .
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. I don't know very much about this kind of thing, but it does concern me because I can see the potential to have 40 kids to 1 teacher and I don't know how you would teach a class like that.	<b>ϤʹϤϷϧ·ͽ</b> (ϽͺͻϷϽϤ;;ͺͽϥϷͼϹͺϷͺϪϧϒϭϷϹͺͼ;ͺϹϹͼϫ ͼϷϷ;ͳϿϥϲϿͼͺϹϲϿϭϲͺϷϞϭϫͺϪϲϳϿϲϼͼ ϲ ϲ ϲ ϲ ϲ ϲ
I'm interested if you know what are the typical class sizes with our sister territories as an example. Thank you, Mr. Chairman.	ʹϧͼͶϷϞϧϞϤϿ≪<Ϛ Δ·ϿʔϞͼΓ ϤϹϷͼͶΓ Δϲ·Ϟͼ ϿͼϿͱϹ. ͼͿϟͼͺϹͼ, ΔϞϟ≪ϷϹͼ.

Chairman: Thank you, Ms. Angnakak. Mr. Kreuger.	<b>Δ⊳/≪ϷϹና</b> Ϸ (ϽϞϞ∩ͿϚ): ኀdϞ≏ႭϹϷ, Ϲ <sup>៶</sup> ⊲ናႭჾႱႪ. Ϲ <sup>៶</sup> Ϲ dŻႱ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I don't have the actual data here, but I would suspect they are actually higher than ours.	<b>ፅትሁ</b> (ጋኣትበJና): ናਰታ°ዺቮ፞፝ <sup>ኈ</sup> , Δ <sup>、</sup> አላኞኦርጭ. ለፖL° <sup>ͺ</sup> ዮርቴb ኦኆσ የረবσ፫ ናਰናበσኈኣኦኆርፈና ኦኆJና
In comparing with the Northwest Territories and the Yukon where they have similar goals and similar demographics, maybe this would be a challenge. I would say that Nunavut presents a unique set of challenges in its goals to achieve bilingualism and to retain and strengthen culture. It's a huge distance and isolation. Some of our communities are very small. To offer a set of supports and standard programs becomes exceedingly difficult when you have a very small staff.	ʹϭϲϚʹϧϐ·ϹϿϹϐϷϪϿϲϚϟϤϚϚͺͺͺϐϷϹϿ Ϥ;ϡϚϿϫϾͼϷϿϛͺͺϧͼϧͺϤϲ; ΔϿͼͿϤ;ͼϧϿͺϾ ΑϿͼͿϤ;ͼϿϽϷ; ΔϿͼͿϤ;ͼϿϽϷ; Δά Α Α Α Α Α Α Α Α Α Α Α Α Α Α Α Α Α Α
The composition of a classroom is of key importance to NTA, but the actual numbers might actually be higher in some jurisdictions. Thank you, Mr. Chairman.	Ϥᡃ᠘ ᠘ᡃ᠋ᠴ᠌᠌ᡒ᠋ᢣᡃ᠋ᠶᡏᠦ᠄᠋ᡬᡃᡃᢪ᠋᠋᠋᠙ᠬᡃ᠋ᢆᢦᢣ᠘᠋᠋ᠳ᠅ᡣ ᠘᠘᠋᠋᠘ᢣᢄ᠋ᡄ᠋ᠺ᠊ᢩ᠆ᠺᠫ᠅᠖᠋᠔᠈ᡷᡃ᠖᠋᠋᠋ᠬᡠᢩᠥ ᠍ᡠ᠋ᡊᠣ᠋᠋ᢛᡃᡪᢂᢟᡄ᠘ᡧ᠂ᡆᡘᡃᢈᢗ᠂ᠦ᠌᠌᠌ᡔᡆᡃᢛᢕ᠋᠌ᢦ᠘ᡭᢑᡥᠦ ᠘ᠭᢞ᠋ᡆ᠖ᡙ᠅ᡗᡄ᠋᠘ᡩᠴ᠌᠌᠌ᡔ᠘ᡃᠶ ᠘ᡃᢣ᠙᠌᠌ᢂᢗ᠅
Chairman: Thank you. Ms. Angnakak.	<b>△৬૮≪⊳⊂৽</b> ⊌ (ϽϞϞ∩Ⴎ <sup>ϲ</sup> ): ናਰϟ៓៝៓៝៝៝៸៓. Γ៶ ⊲ናႭჾႦჾ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. I would like to go on to page 8 where we talk about the progress of students in regard to whether they pass or whether they are retained and how the teachers are not involved with that decision. I find that really hard to believe. Did I hear you correctly? Thank you, Mr. Chairman.	<b>ϤʹϤϷϧ·Ϸ</b> (ϽͺͻϸϽͺϿ;;ͺ;ͼ; ϤʹϤϷϧͼ Ϥ
Chairman: Mr. Kreuger.	<b>Δ•ረኆϷር</b> ኈ: Γ <sup>៶</sup> ር dϷυ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. Yes, you did hear me correctly. In some cases, the teachers are involved. I think the system works, but if you read the	<b>ἀἐᡶ</b> (ϽϞϷႶͿና): ˤϭͿϞ·ϩϹϷ, ΔϞϒϘϷϹͽ. Δ΄, ϽϞϚͶϤͽϷϷϞናL. Δέ·ͼϭϷͼͿ·Ͽ Δϲ·ϞΔϳͼ Λ·ϷϹϷϾʹϽͿϿϤͼ ΔϲϷϾͼϽͿϿϤͼ. ϷϟϤϭ ϤϷϲ·ͶϤͽϽϽϿϳͼϿͻͽ

letter of the Education Act, it does not		
stipulate that they have to be involved. It		
says that it is a school team and the		
composition of the school team does not		
include every teacher in the school.		

The only reference that it makes to classroom teachers with regard to interactions with the school team is with issues of inclusion. If a classroom teacher had a student that had "inclusionary" issues and an example could be a student that required a sign language interpreter, then any of the meetings regarding that student, the school team would involve the classroom teacher, by definition as spelled out in the *Education Act*, but the *Education Act* does not compel the school team to have interaction with the classroom teacher regarding promotion, retention, or acceleration.

We are just saying that it only makes sense that that be included in the Act because the classroom teacher-student relationship, in our opinion, is vital. They are the professionals that work with the child day in and day out and make professional decisions on a daily basis that are important and impact that child's progress. To not have it entrenched in the Ed. Act that they are consulted at these times, and the parents as well for that matter, NTA thinks that the parents have a role in these decisions as well. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Kreuger. Just for ease of reference, Ms. Angnakak, it's under section 90. I know all the sections kind of blend together after a while. Ms. Angnakak.

**Ms. Angnakak**: Thank you. I just have one more question and it talks about the discipline in schools.

CΔĹ<sup>b</sup> ϽΡ/αϽΔ<sup>a</sup>α<sup>sb</sup>Ͻ<sup>sb</sup> Δċ<sup>b</sup>, Δċ<sup>b</sup> Δ/LαϽΔ<sup>a</sup>α<sup>sb</sup>Ͻ<sup>sb</sup> ΔcΓ<sup>b</sup>ÞΓd<sup>s</sup>b<sup>s</sup>Ͻ<sup>sb</sup>Ͻσ. Δς<sup>b</sup>Δ<sup>b</sup>V<sup>s</sup> Λ<sup>s</sup>bΠ<sup>s</sup>b<sup>s</sup>σ<sup>b</sup>b Δc<sup>b</sup>NCΓσ<sup>b</sup> Λ<sup>l</sup>LαÞσ<sup>sb</sup><sup>s</sup><sup>b</sup>V<sup>b</sup>A<sup>d</sup>c<sup>b</sup> <sup>s</sup>bPCĹ<sup>c</sup> bLΓ<sup>Ql</sup>LJ d<sup>l</sup>L d<sup>sb</sup>PJ<sup>b</sup>b<sup>c</sup><sup>sb</sup><sup>s</sup><sup>c</sup> bLΓ<sup>Ql</sup>C<sup>c</sup><sup>b</sup> <sup>s</sup>bPCĹ<sup>c</sup> Λ<sup>s</sup>bCP<sup>b</sup>α<sup>d</sup>b<sup>b</sup>D<sup>r</sup>P<sup>S<sup>c</sup></sup> Δc<sup>b</sup>Δ<sup>b</sup><sup>s</sup>. C<sup>q</sup><sup>Q</sup>σ Lc<sup>b</sup>Γ CΔ<sup>b</sup>P<sup>l</sup>L<sup>c</sup>N<sup>d</sup></sub>L<sup>d</sup>c<sup>b</sup>D<sup>r</sup>P<sup>S<sup>c</sup></sup> Δc<sup>b</sup>Δ<sup>b</sup>C<sup>b</sup>S<sup>c</sup></sub> C<sup>q</sup><sup>Q</sup>σ Lc<sup>b</sup>Γ Δc<sup>b</sup>Δ<sup>b</sup>C<sup>c</sup> d<sup>l</sup>L d<sup>a</sup>a<sup>b</sup>d<sup>r</sup>P<sup>d</sup>S<sup>b</sup>C<sup>b</sup>S<sup>c</sup></sub> d<sup>sb</sup>P<sup>b</sup>L<sup>d</sup>S<sup>b</sup>C<sup>s</sup>D<sup>c</sup><sup>S<sup>c</sup></sup>D<sup>b</sup> CL<sup>b</sup>dσ<sup>b</sup>b. <sup>d</sup>P<sup>b</sup>a<sup>c</sup><sup>b</sup>, Δ<sup>b</sup>P<sup>d</sup>S<sup>c</sup>S<sup>c</sup></sub>.

**Δ•/<></t>Δ•/(ጋኣኦ∩ጋና): የሪታ°ႭЃ⁵. ưႭ ∆⊂°Ⴑ90-Ѓናጋና Ċჼሪ⊲ Ҍ∩Ⴧ⇒ヶჼჇんႾႱႶჼ. Γኁ ⊲ናႭჼႦჼ.** 

You talked a little bit about in-school discipline and that, particularly the role of teachers in supervising in-school suspensions. Can you elaborate a little bit further on what kinds of amendments you would like to see to section 64 of the Act? How would that improve the way in which disciplinary measures could be carried out instead? What are the other options available? Thank you, Mr. Chairman. That is my last question.	ϷʹͽϷϒʹͽϷʹϿϚʹϹͼϤϤ ΔσͼϿΛͺͼϷϚϛͼͼ ΔϹͼϭϤʹϗϷϚ ΔϿϤϭ ϷʹͽϷϒͼϳϲͼͼϷϷϷͿͼ ΛϿϤͽϽϹͼ ΔϲϷϭͼϹ ΔϲͼϽϲͼ ϿͼͼϧϤϲϤͼ Δϲͼ Δϲͼ Δϲͼ Δ Δ
<b>Chairman</b> : Thank you, Ms. Angnakak. I had made a couple of highlights on that page as well. Mr. Kreuger.	<b>Δ•/ペϷርና•</b> (ጋኣትበJና): 'd৮°உ广், ୮ <sup>、</sup> ላናஉካሪ፦. ϷペኈሁናርϷኈ ϷናቴϷፖኮኣናቴናልቦኈ୮৮ና ር፟°ዹ. ୮ <sup>、</sup> ር dżႱ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I think that it is our position that there not be in-school suspensions for the reasons that I articulated.	<b>dᠵᢆᡶ</b> (Ͻᢆᡃᡪᢣᠺᠡ᠋᠍᠍Jᠻ᠄᠂dᢣᠲ᠋ᡄᡏᡃ᠋ᢛ, ᠘ᡃᡟ᠙ᡐᢄ᠋᠋᠅ ᠘᠘᠘᠆᠋᠅ᡶᠾᢗ᠊᠘᠆᠆ᠳ᠋᠊ᠳᡏᡃ᠋᠋ᡧ᠅ᠮ᠋᠄᠋ᠮᢑᢗ᠆᠅᠋ᡗ᠆᠋᠋ ᠘᠆ᡨᡆᠮ᠊᠋᠊᠋ᡧ᠋ᠮ᠋ᢄ᠘ᠳ᠋ᡃᢛ᠋ᠺ᠅᠋ᢗᠵ᠋᠈ᡶ᠋᠄ᢣ᠋ᡗᡄ ᠴ᠋᠋᠋᠋᠋ᡃᢑᡶ᠘ᠺᡄᢂ᠋ᢑᢗᡄ᠅ᡥ᠋᠋᠋᠋᠋᠆᠋ᢧᡅ.
A suspension should only come about when the behaviour of the student precludes them from being included in the classroom. Something has happened that is serious enough that the student is no longer included in the classroom. To supervise that student and not jeopardize the educative experience for the rest of the students in the school is either going to require taking a teacher out of an education situation to supervise or it's going to put the student who is on the in- school suspension in a compromising location where people can't conduct their professional duties.	ርL°Ⴍ\$\$\$ ΔCL°Δ\$ ΔCA CA CA CA CA CA CA CA CA CA
Our position would be that in-school suspensions be eliminated and that suspensions, when they are necessary, be served out of school and at home with the family. I hope that answers your question. Thank you, Mr. Chairman.	ርL°ዺ ዾ <sup>ኈ</sup> ፟፟፟፟፟፟፟፟፟፟ ይ፟፟፝ዾ <sup>ኈ</sup> ዾዀበናበኁ፟፟፟፟፟ርናም ፟፝፝፝፟፟፟፟፟፟፟፟፟፟፟፟፟፟ ዾኈ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
Chairman: Thank you, Mr. Kreuger. Mr.	<b>∆•୵≪⊳⊂·•</b> (ጋኣ፞≻∩Jና): ኀd≻°உ୮்•, ୮՝୦ d₽̀し. ୮՝୦

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Savikataaq.	∽δbĊ⁵⁵.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. I would just like to go back to page 8 with what Ms. Angnakak was talking about that you believe that classroom teachers should be part of the decision-making of the students' promotion. What do you think about taking that authority away from everybody and they write an exam and if they pass the test, then they get promoted? Thank you, Mr. Chairman.	<b>ኣልᲮርঁ</b> ና (ጋኣኦበJና): ናਰት ሲኮ, Δν/ «ኦሮ ና. ር∆ ሲ ኦበናልቦ ላና ህ L ሁ ላ ሲ ካ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ ኦ
<b>Chairman</b> : Thank you, Mr. Savikataaq. Mr. Kreuger.	<b>Δ•/«Þር</b> ኈ (ጋኣኦበሀና): <sup>ና</sup> ժታ°உ广், ୮ነር ኣልbር፞ኈ. Γነር dżႱ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. If we're talking departmental exams, we already utilize departmental exams at the grade 12 level for English language arts and that is needed for graduation, that's the only mandatory one that we utilize. NTA has no problems with departmental exams.	<ul> <li>dżu (ϽϞϷႶͿϚ): ናdϞႭႠႦ, ΔϷϒ≪ϷϹʹႦ. ϹΔႦႭ</li> <li>ΛϞϚႶჁჂͿ Ⴑ≪ႾჾdႶႱና ʹႦϷϷϞϚσႪ</li> <li>dϽናႦናႭჀႦჇႦႽ ናaናႶႦჾႠႦ 12-Γ</li> <li>ናႦჂႺႶჂႭႦႪႱჾႺ ላႾჂ ႠႦႭ</li> <li>ΛϹናႦႭႯႺႭႽჂჂႾႽ ႭႠႦჾႯႺჾႦႶႠႲჾႯႪ&lt;&lt;Ⴢ</li> <li>ႠႱჃჃ ႭႭႦႽ ႭႠႹႭჂႽ ႦჂჁናႦႶჁႦႽ</li> <li>4bႲჾႦႶႠႦჇႶႽႦႦႦჽႦႶჂႱႽ</li> </ul>
We currently do not have a system of examinations for our other grades. To comment kind of a hypothetical examination, we would have to see what the examination system entailed, but exams are part of the reality of teachers in high schools anyway and they often are aware that 50 percent of the mark that the student receives is outside of the teachers' jurisdiction and therefore, they're well aware of that and preparing their students so that they can achieve on this very important exam that's going to determine their academic future.	
NTA couldn't comment on exams at the other grades and we haven't even a model to look at. There are no other jurisdictions that I'm aware of that determine pass or fail at all the grade	ϹΔLϿ°ႫϚϷϚϽͶϧϭϲϿͽϟϲͼϷϭϽϧϒͽϧͼ ϭϹͺϤϞϲϢͼϤͺϤϩ;ϽͽϞΓϘϷϟϘͺϤϽͽϹϷͽϲϲͽϽͼ ͼϷϿͽͺϒϿͿϤͽϢϢͰͳͽϳϹ

levels based on examinations. Thank you, Mr. Chairman.	⊲๙ኈ∩٢∩ג <sup>ۥ</sup> ىكك <sup></sup> ىندى∍ەﺧ۲. ،ط۶°ݠᡬ, ∆ە۲≪ﻪĆᠬ.
<b>Chairman</b> : Thank you, Mr. Kreuger. Mr. Savikataaq.	<b>Δ•/ペÞር</b> ጭ (ጋኣኦበJና): <sup>ና</sup> d۶°உ广 <sup>ኈ</sup> , Γ'ር d፟ዸ. Γ'ር ኣልbር፞ <sup>ና</sup>
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. Yes, I was referring to the lower grades, not the departmentals. If a teacher is teaching grade 5 and their students are in grade 5 at the end of the school year, it sounds like from what I'm hearing that no matter what, they're going to go to grade 6. There's no mechanism to evaluate them on whether they actually succeeded in learning everything that had to be learned in grade 5. Just for clarification, is that what I heard? Thank you.	<b>ኣልᲮርঁ</b> ጭ (ጋኣት∩Jና): ነፅታ°ഫቮኑ, Δኑፖላውርና።. ኦናሁኦ/ናቴና።ካሁኦርሁልና Δር-ኣΔት Δር~ዮσላበና∩ናሩና ነፅና∩°σ፫፦ 5-Γ Δር~ዮσላና።ሰና_ጋ Δር~ዮσላናዉኦቦና_ጋJ ጋኣታናσ ነይጋΔጏና_ጋላና።<, ነፅና∩°σ፫፦ 6-ĴጋΔ°ዉናቓኦአኖ ለርሲነናው°ዮቦኑLC ነይጋና። ነቴኦትኣና።ርኦነላበ።ኣኄይና ርዮፖL Δር~ዮσላና።በኦና Δርፖሪርናጋላናኒ∿ኒና። ΔርՐላናቴና።ፖሬትንኄሆና ነፅናቦዮፓና? ናሪደ°ዉ ጋኣና።>∿ሁ, ԵጚፖՈርኦጋΔ°ዉናቴናርና።ጋና? ነፅታ°ዉ፫፦.
<b>Chairman</b> : Thank you. Mr. Kreuger, just for your own information, when you're consulting with your colleagues, you're more than free to do so. There is a mic mute button in front of you. If you wanted to just delay your response until you have consulted, feel more than welcome to. Mr. Kreuger.	<b>Δ•/ペϷርጭ</b> (ጋኣትበJና): 'dታ°ዉቮቴ. Γነር d፟ትሁ. ርΔL ጋዮፖቦላቴቴኖናፅና ጋሪ ናቴ ወናቴ Δሪኪጭሪናበላናσላጭንሪ ርΔL ጋጓጭርϷJL°ጭቦቴልፍ ዉናዮቴΔ°ዉን°ዉቼርΔና ጋኣንϷJL°ጭቦቴልና. Γነር d፟ትሁ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I don't think that there's anything preventing I guess what we would like to see is that the classroom teacher be part of that discussion and that it be mandated that the classroom teacher be part of that discussion.	<b>ϭϟͺ</b> (ϽϞϷႶͿͼ): ჼϭϧϐϫϹϳϷ, Ϫͼϒ≪ϷϹʹͼ. ϿͼϧϧϧϒϤϧͼ;ϼͼϧϥͼϧϲͳͼ, Ϫϳ;Ϲ ϹϭͿͳϦϲϹ Ϲͼϭ ϪϹ;ϪϷ ϪϲϷͼϥ;ϿͿ ϹϹϽͳͽϤͺϭͱͳϿ ϹϪϹͼϪϹϭͼϼ;ͶϹϷϹͼϿϭ·
NTA believes that the teacher who is responsible for the student is in the best position to make decisions regarding the placement of that student. If the Act, policies, and regulations of the Department of Education gave teachers that freedom, I think you would see that some students would be retained, some would accelerated, and some would be	ርኮሪ ኦንኦቴስሰኮሪ ልረደደር ልርካልኦ ቴደቦታቴ ንቴ ልርግ ታላቴስቦ ቴኦኦደ ምቅሩ ህደና ልረተር ኦንበቴንግ ሲና አንቲስቦና ንዮ ልርኮላቴ ምህ ርኮረ ኦና ልርግ ታላቴስኦና ርደህ ላጋላሁልና ደርቦላርና ልርካልኦታና ልርካልኦ ይረጉላቴ ምስር ምና ልርካልኦታና ልርካልኦ ልረደ የሪካስር እርጉ የምን የስርስ እርጉ የምን የስር እርጉ የስር እርጉ የስር እርጉ እርጉ እርጉ እስር እርጉ የስር እርጉ የስር እርጉ እርጉ እስር እርጉ የስር እርጉ እርጉ እርጉ እርጉ እስር እርጉ የስር እርጉ እርጉ እርጉ እርጉ እስር እርጉ እርጉ እርጉ እርጉ እርጉ እርጉ እስር እርጉ እርጉ እርጉ እርጉ እርጉ እርጉ እስር እርጉ እርጉ እርጉ እርጉ እርጉ እርጉ እርጉ እርጉ እርጉ እርጉ

passed on to the next grade. It wouldn't be a situation of everyone moves on to the next grade.	᠘᠆ᡣᡏᢦ᠋ᡃᡖ᠋᠉ᢣ᠘ᢣᡏ᠊᠋᠋ᠳᡃ᠂᠘᠆ᢣ᠘᠊ᡦᡃ᠋᠉᠆ᠺ᠘ᢞᡆ ᠙ᡃ᠋᠋᠆᠆᠋᠄᠂᠋᠋ᡏᢞ᠆ᠳ᠆᠋᠋᠋᠄᠋ᡃ᠉᠋᠋᠋᠘᠆᠋ᡆ᠄᠉ᢗᢂ᠂ᡠᠮ᠋᠋᠋᠋᠋᠕.
That is actually what we are asking for, that we can consult the teacher, the frontline specialist, the professional who has been assessing that student ongoing for the whole year. They are in the best position to provide that type of information in a conversation. Thank you, Mr. Chairman.	ርΔL°ዺ C°ዺ ዻለኈ፟፟፟፟ኯ፞፝በቦ፟፝፝፝፝፝ኯ፟ኇ, ርLჼdዻ Δ፫°σ፟፝፝፝፝፝፝፝፝፝፝ፚኇ፟፟፟፟፟፟፟ ለኆ፝ዹϷበና፟፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝ዾኯ፟ዀ ጋ፞ፚ፝፝፝፝፝፝ፚኯ፟ኇ፟ዀ ፞ቔዾ፝፝ዾ፟፝፝፝፝፝ዾኯ፟፟ ኇ፝፟፝፝፝ ፟፟፟፝፝
<b>Chairman</b> : Thank you. Mr. Kreuger. Mr. Savikataaq.	<b>∆⊳୵⋞⊳⊂∿</b> (ጋኣ̀ት∩Jˤ): ኀdᢣ°உ广҆ь, ୮·Ϲ d쿠Ⴑ. ୮·Ϲ ኣልᲮር™.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. Just a comment on that part, saying no jurisdiction does any testing, maybe I went to school too long ago, but when I was I high school, I took Math 10 and at the end of the year, I took an exam and if I passed the Math 10 test, then next year I could go on to Math 20. That is just a comment saying that it was there before, but I haven't been to school in quite a while, so maybe things have changed and people just get passed no matter what they do in their work now.	<b>Ϟ&amp;bĊ<sup>ŵ</sup></b> (ϽϞϷႶͿϚ): ჼϭͿϷʹϿͺϬ·, ΔϞϒϘϷϹʹ <sup>®</sup> . ϿϚϲϿϽΔ <sup>°</sup> Ͽ <sup>®</sup> ϤልϚϽ <sup>®</sup> ν/LσϷϞ <sup>®</sup> , ΔϚ <sup>°</sup> σϤϲϷ <sup>®</sup> ν/LUL ʹϐ <sup>°</sup> ບ້Ͽ <sup>c</sup> ἀͺϞϷϒሲσ 10-σ ΔϚ <sup>°</sup> σϤϲϷϚL ʹϐϷϷϞ <sup>®</sup> CϷLϷ <sup>ϛ</sup> Ͽ <sup>*</sup> υ Ϲ <sup>°</sup> α ʹϐ <sup>°</sup> ΓΡ <sup>*</sup> δ ϤσͿϚΠϤΡ <sup>*</sup> δ ἀͺϞϷϒሲσ <sup>®</sup> 20- ϳϚϧϲϷ <sup>®</sup> Ͻ <sup>*</sup> υ Ρ <sup>*</sup> ህ <sup>*</sup> ϹϚΓ <sup>°</sup> . ΡϒϤσ ΔϚ <sup>°</sup> σϤ& <sup>L</sup> ϳϲϷ <sup>®</sup> ϒLJ <sup>°</sup> ϭϚL. <i>λ</i> <sup>i</sup> <sup>5</sup> <sup>°</sup> ԵϿΔϿϚϿϤ <sup>®</sup> <c δϛ<sup="">°σϤʹϐ<sup>L</sup>Γ ϐϞϒΠϹϷ<sub>2</sub>ϿϽΔ<sup>°</sup>Ͽ<sup>5</sup>Ϸ<sup>C</sup>C<sup>-</sup><sup>1</sup>LC Ρ<sup>*</sup><sup>1</sup><sup>°</sup><sup>-</sup></c>
To get on to another topic here, can you just explain to us what teacher trainees are? My understanding is that these are like college or university students that have either finished their schooling or haven't and this is like a work placement. Just a clarification on what teacher trainees are. Thank you, Mr. Chairman.	ĊჼdϤ ΔϲʹϧϷϟϨʹͽϧʹͼϿϚ, ϟʹ·Ͽ ϟϲϚϽϧʹϐͼϞϤϹϚ ϟϲϚϽϧʹϐͼϹϿʹͼϚ Δϲ΅ϭϤϚϭͼϟͰͺϟϚϷϲͿϤ ΔʹͽϧͼϪϟͽϧϹϷϲʹͽϿϚ? ϷϟͼͺϫͺϳϹ ϷϭͼϳϐϲͶϤϲͺϤͼϧͼϿϲͿͳϐͼͺϹͼϥϤͺϪϲϲϟϭϧͻͼϧͼ Ϫϲ΅ϭϤͼϐϷϚͺϪ;ʹϿϟϟϧϤͼͶϹϷͼϧϲϲͽϽϲ ; ͼͿϧͼϫϹͼ, ϪϧϟϭϷϹͼϧ
<b>Chairman</b> Thank you. Mr. Kreuger <b>Mr. Kreuger</b> : Thank you, Mr. Speaker. I would like to take the opportunity to have my colleague, Heather, reply to this one, please.	<b>Δ•ረኆϷርናኈ</b> (ጋኣኦበJና): ናਰኦ°உ广். ୮ኑር ਰਏႱ. <b>ਰਏႱ</b> (ጋኣኦበJና): ናਰኦ°உ广், ΔነረኆϷርናኈ. ር°ഘ ୮ኑ ፱⊦>ና ርካረፐኈሁ የϷናਰႱጔ⊲ናዮਰ.

Chairman: Thank you. Ms. Campbell.	<b>Δ৬/«ϷϹ</b> ·Ϸ(ϽϞϟႶͿϤ;;ͺͼϥϟͼϥϹϻͺͺϹϧͺͺϼϧͻ;
Charlinan. Thank you. Wis. Campbell.	
<b>Ms. Campbell</b> : Thank you, Mr. Chairman. A teacher trainee is usually a NTEP student who has completed part of their degree and usually towards the end of their degree, often in the third year or fourth year, they start going out to work in schools. They're not being paid to be there. They are not in charge of the classroom by themselves, but they are in a classroom with a GN employee who's a teacher. They're learning what it's like on a day-to-day basis to be with that classroom and with those students and what that teacher does. I'm not sure of the length of time of the placement. I think some of them go for a few months or maybe a semester. They are not paid employees and they're not staff of the Department of Education. Thank you, Mr. Chairman.	<b>b</b> ·>· (ϽϞϷ∩ͿϚ): <sup>s</sup> dϧ <sup>a</sup> αϳ <sup>k</sup> , Δ <sup>s</sup> λ <sup>q</sup> ⊗Ϸζ <sup>s</sup> . <sup>c</sup> <sup>b</sup> dd Δ <sub>c</sub> <sup>s</sup> Δ <sub>λ</sub> <sup>s</sup> <sup>b</sup> S <sup>s</sup> , Δ <sup>i</sup> <sub>b</sub> ∧dσ <sup>b</sup> λl <sup>k</sup> <sup>c</sup> Δ <sub>c</sub> <sup>s</sup> <sup>b</sup> G <sup>c</sup> Δ <sub>c</sub> <sup>a</sup> σ <sup>d</sup> <sup>s</sup> <sup>b</sup> C <sup>s</sup> <sup>c</sup> Q <sup>k</sup> <sup>l</sup> <sub>b</sub> Δ <sub>λ</sub> <sup>d</sup> <sup>c</sup> <sup>s</sup>
<b>Chairman</b> : Thank you, Ms. Campbell. Mr. Savikataaq.	<b>Δ•/«Þር</b> ጭ (ጋኣትበJና): የਰታ°உቮ•, ୮ <sup>,</sup> ቬኑ>፦. ୮ <sup>,</sup> ኣልbር፟ <sup>ና</sup> •.
<b>Mr. Savikataaq</b> : Thank you. I'm going on sort of the same topic, but now that I know what they are, it's clear and thanks for the explanation.	<b>ኣልᲮር๋ጭ</b> (ጋኣ፞ትበJና): ናdታ°ዺቮኑ, Δኣፖペኦር፞ጜ ር«ፇኈሁኣሏ°ዹ፞፞፞፞፞፝፝ዺኯ፟ ኦσቴ፟፟፟፟፟፟፝ዾ፞፞፞፝፝፝፝፝ኯ፟፟፟ ዾσቴ፟፟፟፟፟፟፟፟፟፟፟፝ዾ፟፟ዀ ዾፚ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
Another subject that has come up a lot and I didn't see it in your submission here, but it's definitely something that you might be concerned with, is letters of authority for certain things in certain schools. I would like to get your take on: do you think there should be letters of authority? Thank you.	CΔL ኣኈዖしላዛፑጚኈ C«ሚଟ ርdኈቦሏካ በበናኈረLታናረዮምና, ΔረLኈኣኈረኦዖበቦሁታኈጋኁኣኦኦበና ርካታላ በበኈጛሏና ለፈዮሏኦበርጐበናበፈርኦፈና Δ፫ዮኇዻኁልዮഛና ፈናርፈዮഛና. ርLዮፈሮ ናbഛ ΔረLቦ፡L∿Ⴑናረኦ, ርΔL°ፈ ለርናክሊላናክጐጋ፟ታኈሩ በበኈጛምና ለፈዮሏኦበርኈበናበፈምና? ናታታዮሏ፫ኑ, Δኁረዊኦርኈ.
<b>Chairman</b> : Thank you, Mr. Savikataaq. Mr. Kreuger.	<b>Δ•/«Þር</b> ጭ (ጋኣትበJና): ኀሪታ°ዉቮ•, ୮ <sup>៶</sup> ር ኣልbርኁ. Γ <sup>៶</sup> ር d̄ዸ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I would like to defer this question to our Executive Director, Emile Hatch.	<b>ፅቅሀ</b> (ጋኣትበJና): ፣ፀ৮°உቮኑ, ΔነፖペϷርʹኈ. ርΔ°ഘናርÞኈ ርঁഘ ጋየJ⊲ኈበናበትዎና የÞነፅሁነፅ.

**Chairman**: Thank you, Mr. Kreuger. Mr. Hatch.

Mr. Hatch: Thank you, Mr. Chairman. There are times when, for whatever reason, qualified teachers are not available to be present in Nunavut classrooms. It may be that there is a vacancy midway through the school year and a qualified teacher is just not there in the community. When you're into a situation like that, obviously somebody can be certified by the Minister with a letter of authority, which gives them permission to be in that classroom. Letters of authority are good things when we find ourselves in a bind and we're unable to obtain a qualified teacher to teach a class. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Hatch. I believe the question at the end of it was: do you agree with their use? Can you maybe just elaborate on that? Thank you.

**Mr. Hatch**: If letters of authority are used as they should be, surrounding the example that I gave, used when there is no available qualified teacher, then we would be in support of that. If it is used to fill a position when there are other options, then I'm not too sure that we should be promoting that. Thank you, Mr. Chairman.

**Chairman**: Thank you for that clarification, Mr. Hatch. Mr. Savikataaq.

**Mr. Savikataaq**: Thank you, Mr. Chairman. I think this might be more directed to the Department of Education, but maybe you know it. Do you know if they use these in other jurisdictions or are they used only in Nunavut? Thank you. **ƥץ<>⊂י•** (כוֹקארטי): יטאיםרדי. די⊂ אסיי.

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**Δ•/ペÞርና•** (ጋኣትበJና): ናਰታቄሏ፫•, ୮ነር ዘላናነ. ርቴፈ ላለ፣•ዕር▷፣•b▷ላ፣• ጔ፝፝፞ህላσ. ርካሪላ ላጋ፣•ርኦσዮና ላኈጉጉበጉልቦና? ርቴፈ ኦናኦኦፖሊላና፥•ኦሮንንግፈንልኦ•. Γነር ዘላናኣ.

ΗΗ()<</td><</td><</td><</td><</td><</td><</td><</td><</td><</td><</td><</td><</td><</td><</td><</td><</td><td

**Δ•/≪Þርጭ** (ጋኣ̀ኦ∩Jና): የሪታ⁰ዺቮ⁰ ዹ⊃ዹ∆ኊ፞<sup>ኈ</sup>ፖሀልና Γነር ዘ⊲ናי. Γነር ኣልᲮርና።.

Chairman: Mr. Kreuger.	<b>∆•ץ≪⊳⊂י•</b> (כוֹקאָר): רי⊂ dלט.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. Again, I would like to defer to our Executive Director, Emile Hatch.	<b>ፅଚ፟し</b> (ጋኣኦበJና): ናਰኦ°ዺ广ኦ, Δኑፖ«ኦርጭ. ር፞°ዺናርኦኈ ጋቦJ⊲ኦበናፖዎና Γነር ዘ⊲ናነ የኦናਰሁቴ.
<b>Chairman</b> : Thank you, Mr. Kreuger. Mr. Hatch.	<b>∆⊳/≪⊳ር∿</b> (ጋኣ̀ኑስጋና): ጘ፝፝፝፝፝፝፞፞፞፞፞ጛኯኯኯኯ ዘ⊲፝
<b>Mr. Hatch</b> : In the past, when the pool of qualified teachers in some jurisdictions was not large, that jurisdiction was forced to go in that direction to deal with putting an unqualified individual in a classroom, but generally speaking, in the larger jurisdictions, you don't find a lot of individuals who are not a qualified teacher occupying a teacher position. Thank you, Mr. Chairman.	ΗΗ Η (ϽϤͻΑ (ϽϤͻΑ (ϽϤͻΑ (ϽϤ (Δ (Δ<
<b>Chairman</b> : Thank you, Mr. Hatch. Mr. Savikataaq.	<b>Δ•/≪ϷϹ·</b> • (ጋኣ̀ት∩Jና): 'dᢣ°Ⴍ广ঁ•, ΓʹϹ ዘ⊲ናኣ. ΓʹϹ ኣልbርʹኈ.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. On a different matter here, in part of your submission, you said that the DEA school visits should do a criminal record check in order to come into the school to protect their staff and students. Just reading between the lines there then, should all the DEA members have a criminal [record] check in order to run for the DEA? Thank you.	\&bĊ <sup>\$\$</sup> (ϽϞϡΛͿϚ): <sup>\$</sup> dϟ <sup>®</sup> ΔΓ <sup>\$</sup> , Δ <sup>\$</sup> /«ϷϹ <sup>\$\$</sup> . Ċ <sup>®</sup> Δ 4/4Δ <sup>\$</sup> Δ <sup>\$</sup> U, Ċ <sup>\$</sup> dΔσ ΛΛϚ <sup>\$</sup> C <sup>4</sup> σ Ϸ <sup>\$</sup> b <sup>\$\$</sup> /LU& <sup>\$</sup> Ċ <sup>\$</sup> d4 ΔαĊ <sup>\$</sup> ΔC <sup>®</sup> σ4 <sup>\$</sup> DC <sub>4</sub> <sup>\$</sup> <sup>\$</sup> CC bΛL <sup>\$</sup> <sup>\$</sup> C <sup>\$</sup> ΔL <sup>®</sup> Δ ΛϚ <sup>\$</sup> b <sup>\$</sup> L <sup>®</sup> <sup>\$</sup> C <sup>\$</sup> DJ <sup>\$</sup> C <sup>\$</sup> 5bP <sup>\$</sup> S <sup>\$</sup> C <sup>\$</sup> D <sup>\$</sup> CA <sup>\$</sup> b <sup>5</sup> d <sup>\$</sup> L <sup>\$</sup> UC <sup>\$</sup> bP <sup>\$</sup> S <sup>\$</sup> C <sup>\$</sup> D <sup>\$</sup> CA <sup>\$</sup> b <sup>5</sup> d <sup>\$</sup> D <sup>\$</sup> CA <sup>\$</sup> C <sup>\$</sup> C <sup>\$</sup> d4CL <sup>\$</sup> Δα <sup>\$</sup> C <sup>\$</sup> C <sup>\$</sup> DC <sup>\$</sup> A <sup>\$</sup> C <sup>\$</sup> CC bΛL <sup>\$</sup> <sup>\$</sup> C <sup>\$</sup> SD <sup>\$</sup> S <sup>\$</sup> S <sup>\$</sup> CPCd <sup>\$</sup> b <sup>5</sup> d&C <sup>\$</sup> A <sup>\$</sup> C <sup>\$</sup> C ΔC <sup>®</sup> σ4 <sup>\$</sup> D <sup>\$</sup> D <sup>\$</sup> CA <sup>\$</sup> D <sup>\$</sup> A <sup>\$</sup> S <sup>\$</sup> A <sup>\$</sup> C <sup>\$</sup> C <sup>\$</sup> Sd <sup>\$</sup> C <sup>\$</sup> C <sup>\$</sup> Sd <sup>\$</sup> C <sup>\$</sup> C <sup>\$</sup> Sd <sup>\$</sup> C <sup>\$</sup> S <sup>\$</sup> S <sup>\$</sup> C <sup>\$</sup> S <sup></sup>
Chairman: Thank you, Mr. Savikataaq. Mr. Kreuger.	<b>∆•/≪⊳ርጭ</b> (ጋኣ̀ት∩Jና): ኀd৮°Ⴍ广ঁ∘, ୮ነር ኣልᲮር፞ዀ. ୮ነር d₽̀Ⴑ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. To serve on the DEA, I'm not sure NTA has an opinion one way or the other on whether they should have a criminal record check, but for people who come into the school on a regular basis, that is an issue that we do expect. Our elders that come into the school and work with the children, our teachers, our student	<b>ሪ</b> ቅሪ (ጋኣኦበJና): ናሪታ ዲርፑ, ፊዮፖ ዲኮርጭ. ርሏL ወዉሮ ም ልሮ ም ማ ላጭ ጋር ሲኦ ው ማ ም ም ም ም ም ም ም ም ም ም ም ም ም ም ም ም ም ም

support assistants, they all undergo a criminal record check. As a matter of consistency, if DEA members are making regular school visits with our students, they should be under the same expectations.	ΔϧϞϲϤͽϞϹϽΔͼϫͽϲϲ;Ϲ ΔϲϞΔϟϿͼ. Ϲͽϥ ͽϷϧϞͽϹϷϞϪͼϫϷͽϧϲ;Ϲ ΛϛϧϧͳϹͽϤͽϷϿϥ;ϹͽϹ ϿͼϲϫϿ;ϷϲϲͽϤ; ΔϲͼϭϤͽϽϲϲϧͽϲͼ ϹϲͽϲϤͽϽϲϲϧͽϲ
Perhaps the question of whether the DEA themselves need to have a criminal record check to run is the purview of the <i>Elections Act</i> and not the <i>Education Act</i> . We're not aware of that. Thank you, Mr. Chairman.	᠘ᡃ᠋᠋᠘ᡃᡠ ᡬᡃ <sup>ᡄ</sup> ᡆ ᡏ᠋᠕᠋᠋᠋ <sup>ᢑ</sup> ᠳᢗᢂᢗᢂ᠋ᡦᢦ᠅᠘ᠴᡆᠧᡃ ᠘ᠭ᠋᠆ᠳᡏ᠋᠋᠋ᢀ᠋ᡔᡄ᠋ᡅᢣ᠌ᠴᢩᢄ᠂᠋ᡦᢣᢣ᠋᠋᠋ᢣ᠋᠋᠋᠅ᢗᢂ᠅᠘᠅᠋ᢕ ᢗ᠘ᢩ᠂ᡆ᠋᠋ᡃᢐ᠘᠊ᡏ᠕᠄ᠳ᠔ᢗᢂ᠆ᡩ᠆ᡩ᠋ᠴ ᠘ᡄ᠆ᠳᡏᢀ᠋ᡔᡄᡅ᠋᠋᠊᠋᠋ᡔ᠋᠋ᡱᡃ᠋᠘᠆᠅ᡴᠺᠫᡅ᠄᠖᠋ᢂᢣ᠘᠆᠅ᡥᡆᠺᢗ ᠂ᢅᡆᡰᢞᡆ᠋ᡏᡃ,᠘ᡃᡟ᠙ᡐᢗ᠋᠋᠋᠋ᡃ
<b>Chairman</b> : Thank you, Mr. Kreuger. Mr. Savikataaq.	<b>Δ•/ኆϷርጭ</b> (ጋኣትበJና): <sup>ና</sup> dታ°உ广், ୮ነር dትሁ. Γነር ኣልbርጭ.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. The reason I brought that up is because I understand the staff that work there supervise students and all that and the ones that go there regularly.	<b>ኣልᲮር፟<sup>ና</sup>፦</b> (ጋኣኦበJ <sup>ና</sup> ): <sup>ና</sup> dኦ°உ广҆ <sup>ኈ</sup> , Δ <sup></sup> ኦፖペኦርጭ. ርL°உ σ՟፫ኦበቦኈቴኦታና Δኈቴዾፈኦኈሰና ርΔቴdዻ ላኦᡄናበናቴናርናLር Δ፫ኣኈበσ፦ ላዛሬጋ ርΔժ°ኈሁናሎጋና.
For example, I would presume that when the DEAs go in the school, it's a supervised visit. They are not alone with children or with staff. They are there for a reason. Someone is escorting them through, just like if a parent wanted to see their kids or to see how the kids were doing. I don't think they are required to do a criminal record check because it's a supervised visit. They're not there just wandering around. Well, we hope they're not just wandering around. They shouldn't be, but it should be an escorted visit.	; <sup>ϳ</sup> <sup>i</sup> ͻ ϹΔ <sup>b</sup> dϤ ϼͼϲ <sup>*</sup> σ Δϲ <sup>*</sup> σϤ <sup>i</sup> <sup>b</sup> Ͻϲͺ <sup>ϳ</sup> <sup>c</sup> bL <sup>j</sup> <sup>c</sup> Δϲ <sup>*</sup> σϤ <sup>i</sup> <sup>δ</sup> <sup>*</sup> ΔϤ <sup>i</sup> <sup>b</sup> <sup>c</sup> <sup>c</sup> . Δ <sup>ib</sup> be Δ <sup>j<sup>i</sup></sup> <sup>b</sup> Ω <sup>c</sup> Δ <sup>j</sup> Λ <sup>i</sup> <sup>b</sup> <sup>c</sup> <sup>i<sup>-</sup><sup>j</sup><sup>s</sup> Ϥ<sup>i</sup><sup>2</sup><sup>b<sup>2</sup><sup>i<sup>-</sup></sup> Δ<sup>j<sup>2</sup><sup>i<sup>-</sup></sup> Δ<sup>i<sup>-</sup><sup>1</sup><sup>2</sup> <sup>4</sup><sup>i<sup>-</sup><sup>2</sup><sup>i<sup>-</sup> Δ<sup>j<sup>2</sup><sup>i<sup>-</sup></sup> Δ<sup>j<sup>2</sup><sup>i<sup>-</sup></sup> Δ<sup>j<sup>2</sup><sup>i<sup>-</sup></sup> Δ<sup>j<sup>2</sup><sup>2</sup><sup>i<sup>-</sup> Λ<sup>i<sup>-</sup><sup>1</sup><sup>2<sup>i<sup>-</sup></sup></sup> Δ<sup>j<sup>2</sup><sup>2<sup>i<sup>-</sup></sup> Δ<sup>i<sup>-</sup><sup>1</sup><sup>2<sup>i<sup>-</sup></sup></sup> Δ<sup>j<sup>2</sup><sup>2<sup>i<sup>-</sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup>
I think the DEAs probably go to the schools from time to time just to see what is going on because they are, theoretically, involved and in charge of the schools to a certain extent. That's why I just brought it up. Are they supervised visits? Thank you.	ϼͼϲʹͼϭ ϪϲʹͼϭϤʹͽϽϲͺͺ; ϪϲʹͼϭϤʹϐϲͺϤϲϷʹϷϹʹͽϽϧϒϷϿͼ ʹϷϼϪϲϷͼͳϧͺϳͼʹϷϲͺϲͿϷͼϽͼ ϪϲʹͼϥͼϿϲͺͺͳͺͳͺϤϷϲͺϹϷϭʹϧϲϧ ͶͿϹϥͼͶϷϧϹͺͺϹϹͼϫͺͼϲϲϷͶϲϧϲͺϹϭϧϥϧ Ϫϲʹͼϥ;ϗϫ ϫͺϫ; Ϸϫͺϫ; ; Ϥϧͼϫͺϳϧ

Chairman: Thank you, Mr. Savikataaq.	<b>Δ•/ペÞርጭ</b> (ጋኣኦበJና): ናժታ°ዉቮኑ, ୮ <sup>、</sup> ር ኣልbርጭ.
Mr. Kreuger.	Γ <sup>、</sup> ር d፟፟፟፟፟፟፟፟፟፟ር
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I totally agree with what you have just said. If the visits are as you have described, then there's no problem. It would be no different than if one of these explorers who are on a dog sled to the North Pole stop and come into the school, we have no way of checking there, but they are supervised. The Act does not define what that visit looks like and as you say, the DEAs do operate with a bit of authority if they themselves presume that they can do this and we would expect that they would have the same checks that our education staff undergoes. Thank you, Mr. Chairman.	d>d><
Chairman: Thank you, Mr. Kreuger. Mr.	<b>Δ•/ペÞርጭ</b> (ጋኣኦበJ <sup>ϲ</sup> ): <sup>ና</sup> d۶°உ广 <sup>ኈ</sup> , ΓʹϹ d쿠Ⴑ. ΓʹϹ
Mikkungwak.	Γዖ° <sup>ͺ</sup> ህ⊲ <sup>ና</sup> <sup>ϧ</sup> .
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. I would like to welcome Mr. Kreuger and his colleagues to the Chambers, seeing that he's a resident of Baker Lake.	<b>ΓΡ°ϞͿϤ·</b> ϷͺͺϽϞϷႶͿϚ)։ ·ϭͿϧͼϥϹͼͺͺΔϞϒϘϷϹʹͼ. ϽͼʹͼႱϲͼႶͼϽϹʹϿͺͿͺϹ·ϹͺϭϸႱͺͺΛͼϧͶϹϧͼϹ·Ͽ ϹͼϿͼႱ ϧͶϹͼϞϤϭϗ·Ͻͼ, ͼϧϹϭϲϽϤͼϹϷϲϹϷϲϹϧϭ
My first question will be on page 5 of your submission. When you look at the student-educator ratio and inclusion, and in your second paragraph, as you indicated, within the last year, it has been focused more on individualized education programs. With that occurring, do you feel that that is starting to affect the student-educator ratio matter? Thank you, Mr. Chairman.	<ul> <li>کو ۲۹۰-۵۰۰ ۲۰۰۰ ۲۰۰۰ ۲۰۰۰ ۲۰۰۰ ۲۰۰۰ ۲۰۰۰ ۲۰۰۰</li></ul>
Chairman: Thank you, Mr.	<b>∆⊳୵≪⊳⊂</b> ⊷ (ጋኣ̀ት∩Jና): ናd۶°உ广҆⋫, Γ'⊂ ୮ዖ°∿ป⊲∿.
Mikkungwak. Mr. Kreuger.	Γ'⊂ d⊅b.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman.	<b>ፅቅሀ</b> (ጋኣትበሀና): ናਰታ°ዺ广፟ <sup>ኑ</sup> , ΔኣፖペϷርʹኈ. ሷ,
Certainly, the increased number of	ዾ_፩ኈፖቦቦ⊲ኈርዾႱኈሀር ርΔ▷ਰዻ Δ፫ጜኈሰና
students on IEPs affects staffing in a	ፈናጋΔσኄቴʹ՟ር.ሴናርኈጋና Δ፫ጜሏትσና

ashool and the man students	ዾዾ <sup>ᡪ</sup> σ <sup>ኈ</sup> ᡥ᠊᠋᠆ᠴ.᠘᠆ᢣ᠋᠋᠋ <sup>ᢑ</sup> ᡤ᠂ዾ᠋ᠴ᠋᠋᠋ <sup>ᢑ</sup> ᠌ᡃ᠆
school and the more students who are on IEPs, the greater the allotment of student support assistants, or that's the theory. We have more NEU staff to support the classroom teacher in dealing with these students that need extra support. The fact that we have more students who are on IEPs than in other parts of Canada is concerning for us and speaks to our special circumstances that may require a lower educator to student ratio.	کے تو الاصلی کے کرد کے کُنالا کے کہ
I would say that the second statistic that says that 93.1 percent of teachers surveyed indicated that they had to make program adaptations for students who were not on IEPs actually tells another story, which means that even students who are not on IEPs need a lot of differentiated instruction, a lot of specialized, adapted programs, which again further taxes the teacher in the classroom, and speaks to the need to have smaller class sizes. Thank you, Mr. Chairman.	CΔ <sup>6</sup> dd P <sup>c</sup> -γσd <sup>66</sup> Cdö <sup>c</sup> 93.1 >\cγLt <sup>66</sup> Δ-\P <sup>c</sup> dΛ <sup>66</sup> γ <sup>66</sup> CP4 <sup>c</sup> , Ċ <sup>6</sup> ddj <sup>66</sup> d <sup>66</sup> PP4 <sup>66</sup> γ <sup>66</sup> V <sup>66</sup> CAd <sup>6c</sup> Δ- <sup>6</sup> σdPΛ <sup>1</sup> \σ <sup>c</sup> CΔ <sup>6</sup> da <sup>5</sup> b Δa <sup>5</sup> t <sup>6</sup> CAd <sup>66</sup> <sup>66</sup> Cd <sup>66</sup> Δa <sup>5</sup> t <sup>6</sup> DP <sup>5</sup> P <sup>5</sup> t <sup>6</sup> CAd <sup>66</sup> <sup>66</sup> Cd <sup>66</sup> d <sup>5</sup> P <sup>6</sup> P <sup>c</sup> <sup>67</sup> σ Δ- <sup>6</sup> σd <sup>5</sup> t <sup>6</sup> CAd <sup>66</sup> , Δc <sup>6</sup> ro <sup>6</sup> dd Δ- <sup>6</sup> σd <sup>66</sup> DCPtda <sup>5</sup> Δc <sup>6</sup> σdPΛ <sup>1</sup> \ <sup>5</sup> <sup>6</sup> C <sup>6</sup> Cd <sup>5</sup> d <sup>56</sup> PP1d <sup>66</sup> CP7L <sup>6</sup> a <sup>5</sup> Δc <sup>6</sup> σdPΛ <sup>1</sup> \ <sup>5</sup> <sup>67</sup> C <sup>6</sup> d <sup>56</sup> PP1d <sup>66</sup> CP7L <sup>6</sup> a <sup>5</sup> Δc <sup>66</sup> Da <sup>6</sup> Pro <sup>66</sup> \ <sup>5</sup> CC ΛPa <sup>5</sup> <sup>66</sup> <sup>56</sup> CΔLΔ <sup>2</sup> DC <sup>66</sup> D <sup>66</sup> Λ <sup>6</sup> a <sup>5</sup> .
Chairman: Thank you, Mr. Kreuger. Mr. Mikkungwak.	<b>Δ•/ペÞርጭ</b> (ጋኣትበJና): <sup>ና</sup> dታ°உ广், ୮ <sup>、</sup> ር dŻႱ. ୮ <sup>、</sup> ር ୮ዖ° ህላ <sup>%</sup> .
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. As you're responding and I appreciate that and I can understand that it's starting to affect the student-teacher ratio in various classrooms. How do you deal with the? When you look at the individualized educational programs and the other things that you indicated, for gifted students, how do you deal with that as an association? Thank you, Mr. Chairman.	<b>ΓΡ° ϞͿϤ·</b> Ϸ (ϽʹϞϟϚͺͿϲ); ·ϭͿϧʹϿͺΓϷ, ΔʹϞϒʹϘϷϹʹ·ͽ. ΡϷʹʹϚ·ϤϚʹ·ͻϚͺϤʹͰͺͻͺ·ϭͿϧʹͽͺϹʹͼϧͺϽͺ. Δ, ϤʹϽΔσ ·ϐʹϭʹʹ·ͺϤ ΔϲʹʹͼʹϷϹϹϒͺϿϚͺϽϷϒϲϚϚϤʹͼ ·ʹϧϼͺͼϧͺϹϹͺϨ ϹΔ <sup>6</sup> Ϥ ϹϤ <sup>6</sup> Ϥ Ϥ <sup>1</sup> Ϥ Ϥ Ϥ Ϥ
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Mr. Kreuger.	<b>∆•/≪⊳ርጭ</b> (ጋኣ̀ት∩Jና): ⁵dຯ°൨Ր҆ຩ, ୮୯୦ ୮ዖ°℃J⊲Ⴊ. ୮୯୦ d쿠Ⴑ.
<b>Mr. Kreuger</b> : Well, as an association, our hands are tied when it comes to	<b>לי</b> ך (כקלרט): אסאלטט, אין איקא אינט, אין אינע

issues of staffing except to lobby the Government of Nunavut and through presentations such as this one to speak to the need. We do have Member Services Administrator Heather Campbell here who deals a lot with the results of teachers who are under a lot of stress in having to deal with that. She is offering support over the telephone to help teachers come to grips with the stresses of teaching.	<sup>5</sup> Ρ <sub>2</sub> <sup>5</sup> / <sub>4</sub> <sup>6</sup> <sup>3</sup> / <sub>4</sub> <sup>4</sup> <sup>4</sup> / <sub>4</sub> <sup>5</sup> / <sub>4</sub> / <sub>4</sub>
Employee welfare is important to us and the most effective means of changing is by advocating for them through lobbying and making public submissions to panels like you so that we can bring about change. Since staffing is not something we have any control of, the best support we can currently offer is to listen and to offer support at a distance or if the support is dire, to give them a referral to a health specialist if the stress is getting to be too much. Thank you, Mr. Chairman.	ά, Λ <sup>5</sup> 44 <sup>5</sup> U <sup>4</sup> bL <sup>6</sup> P <sup>5</sup> <sup>6</sup> O <sup>45</sup> σ <sup>5</sup> <sup>6</sup> <sup>6</sup> Δ <sub>7</sub> <sup>4</sup> Δ <sup>5</sup> <sup>6</sup> <sup>4</sup> ν <sup>3</sup> <sup>5</sup> <sup>5</sup> σ <sup>4</sup> P <sup>2</sup> <sup>6</sup> O <sup>45</sup> <sup>4</sup> <sup>5</sup>
Chairman: Thank you, Mr. Kreuger. Mr. Mikkungwak.	<b>Δ•/ペÞር</b> ጭ (ጋኣትበJና): <sup>ና</sup> dታ°ዉቮ•, Γ <sup>、</sup> ር d₽̀し. Γ <sup>、</sup> ር Γዖ° <sup>®</sup> J⊲ <sup>®</sup> .
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. When you look at the student- educator ratio that has been utilized for a number of years in the past to now and if it were to be changed, do you foresee a high turnover of staff? Thank you, Mr. Chairman.	<b>ΓΡ° ϞͿϤ·</b> Ϸ (ϽʹϞϟႶͿϲ): ʹϭͿϧʹϿϹϳ·, ΔϧϯʹϨϹ;ϧ. ϹͿͼͺϿϲͺͶϧͺϷͺϹϪϧϥϥ ϪϲϲϧϪ;ϲͺϥϹϷϟ;ͽͺͺϤϝϽ ϪϲͺͼϭͺϤ;ͽͶϹͺϫͺϲϲͺϷϿͼϭͺϧϲͺϲϹͳͼ ϥϽ;ͽϹϷ;ͳϹͼͺͳͼͺϥ;ϥϿͼͺϥϹϷϞϷͼϫϲϲͺͼ Ϸ;ϿͳϽͼͺͶϷ;ʹϿϥͺϥϫϧͼϲϹͽͺϪͼϒϭϷϹ;ͽ. ϹϤͼͺϼͺϫͿϥͿͼϗͼϧϒͼ;ͺͼͿϧͼͺϹϳͼ, ϪϧϟϭϷϹ;ͼ.
<b>Chairman</b> : Maybe you can clarify, even for me, Mr. Mikkungwak, a higher turnover of staff because of the change? Okay. Mr. Kreuger.	<b>Δ৽៸⋞ϷϹ·</b> Ϸ(ϽϞϞႶͿϤ;;᠂ᢞ <sup>ᢑ</sup> ϭͿϪՐϤͽϷͼϭϨͼϫͽϺϷͽ ϿͼϷͼϧϞϤϽϤͼϼϲϲϫϤϲϧϲϲϞϧͼͶϲͼ ϽϗϞϭͼϞͶϹϤͽϼͼϫϿͿ᠁ϪΗϪͺϽϗϞϭϲͺϹϧϲ ϥ;
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. Well, I guess it depends on which way the change was. If the change resulted in it being a higher educator to pupil ratio, I	<b>ፅ</b> ቅሁ (ጋኣኦበህና): ናਰታ°ዺ广፟ <sup>ኈ</sup> , Δ <sup>ᢑ</sup> ፖ «ኦርኈ. ፚ፞, ፈፖኦኦናσኈ ርL°ዺ ናbወΔሮኈሁσላናLኈ፞ሁ የፖላσ Lლ <sup>L</sup> _ጋJ. ፈፖኦኦናσኈ<ና ኦጔኈፖኈዮኇኁጋበኈ ΔሮኣΔኦና,

can pretty much assure that that would affect turnover of staff because turnover often is related to stress and a lack of job satisfaction, but if it went the other direction, I think it would lead to higher retention.	᠘, Ϥ᠈ϽϭϚʹϷʹϲͺͺʹ·ϭϤʹͽϽʹͽͺϼʹͽϸϐͼϹϷϭʹ·ϹϚ, LdϤ ϼʹͼϷϨͶϹϷϿϤϚϐ·ϹʹͽϽϚϷʹϭͿϹΔϷʹϚϿϤϲʹϚʹ·ϦϜ ϤϞʹϨʹͽͶϹϷϿϤϲϚʹ·ϦΓ·ϿͺΔ·Ͽ·ͺϳ·ʹϧϦϣʹͼ϶Ϛ ϷϣϷϐ·ϭʹͽϽʹͽͺϣͼϷͼϧϚϪͼϫʹϹͼϭͼϧϒϷϦϟͽϽϲ
If we improve the working conditions, and this sounds like a stuck record, we improve the learning conditions and we also improve retention. I think it would be a success. It is a success for Nunavut when a teacher begins and ends their career here. It is a success for the teacher and it's a success for all the students that are taught by that teacher because that teacher has been here and grown and adapted to the context of where they teach and they're not here for a couple years and they're gone.	Δ <sup>ϵ</sup> νοαλγ <sup>ϵ</sup> δ <sup>ϵ</sup> ΛϷ< <sup>ϵ</sup> CΔL Δ <sup>-ϵ</sup> < <sup>ϵ</sup> <sup>−</sup> σ <sup>ϵν</sup> ΛϷ <sup>γ</sup> <sup>μ</sup> δ <sup>α</sup> <sup>ϵ</sup> <sup>κ</sup> <sup>ρ</sup> σ <sup>ϵν</sup> <sup>μ</sup> <sup>5</sup> <sup>μ</sup> <sup>2</sup> <sup>Δ</sup> <sup>κ</sup> <sup>1</sup> Δ <sup>−</sup> <sup>κ</sup> Δ <sup>λ</sup> , CĹσ Δ <sup>ϵ</sup> ν <sup>6</sup> δ <sup>α</sup> <sup>κ</sup> <sup>μ</sup> <sup>6</sup> <sup>2</sup> <sup>2</sup> Δ <sup>α</sup> <sup>κ</sup> <sup>1</sup> <sup>6</sup> <sup>2</sup> <sup>4</sup> CĹσ <sup>κ</sup> <sup>κ</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> Δ <sup>α</sup> <sup>κ</sup> <sup>1</sup> <sup>6</sup> <sup>2</sup> <sup>4</sup> CLσ <sup>κ</sup> <sup>4</sup> <sup>4</sup> <sup>3</sup> <sup>4</sup> <sup>4</sup> CLσ <sup>κ</sup> <sup>4</sup> <sup>4</sup> <sup>3</sup> <sup>4</sup> <sup>4</sup>
My answer is both could result. Thank you, Mr. Chairman.	᠘, ᢗ᠘ᡃ᠈᠋ᢪ᠕ᢂᢣᢪ᠊ᡅ᠋᠋᠋ᡃᡷᠽ᠋᠋᠉ᡃᡔᡗᡅ᠕ᢂ᠋᠉᠋ᡬ ᠈ᡃᠯᢣ᠋ᠳᡄ᠋ᢛ,᠘ᡃᠡᠯ᠙ᢂᢗ᠉
Chairman: Thank you, Mr. Kreuger. Mr. Mikkungwak.	<b>Δﻪ/≪ϷϹ·</b> Ϸ(ϽϞϷ⋂ͿϤ): ·dᢣ°ႭϹϷ, ϹʹϹ dϚႱ. ϹʹϹ Ϲϼ°ʹ·ህ⊲℠.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. Thank you for the response. Moving on to page 9, your second paragraph which reflects on section 23 of the Nunavut <i>Education Act</i> , in regard to that, currently in your opinion with the way the <i>Education Act</i> is structured and with all the NTEP teachers and qualified teachers and the current staff structure in our school systems, do you feel we will meet the deadline or in your opinion, is that deadline going to have to be extended? Thank you, Mr. Chairman.	ΓΡ° Ϟ 4 5 . 5 3 4 5 α Γ 6 , Δ 6 7 4 5 C 7 4 4 5 3 4 5 α Γ 6 α 3 2 6 α 4 2 6 7 5 7 4 7 4 2 5 , L 6 Λ 6 7 9 9. C α J
Chairman: Thank you, Mr. Mikkungwak. Mr. Kreuger.	<b>Δ▶/≪ϷϹ</b> ናኈ (ጋኣ̀ኦ∩Jና): ናਰϧ°ዺ广҆, ୮ <sup>៶</sup> ር ୮ዖ°°ህ⊲ኈ. Γ <sup>៶</sup> ር ਰ2.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. Well, the short answer would be no, but I	<b>ፅትႱ</b> (ጋኣኑ∩Jና): ናፅ۶°ዺ广ঁ°, ∆ዮィペ⊳ርና⁰. ∢ჼ७ ዮィ⊲σ

can expand a bit. There are a lot of things that need to be in place for that bilingual education goal to be met. First and foremost, there has to be a curriculum, program materials, assessment materials, and training for the teachers that are teaching at the K-4 level. When they're in place and the training has happened, then we need to have teachers that actually are bilingual and can teach that.	Ċ° Δ Ρσ <sup>6</sup> βργαιος <sup>6</sup> Ρο <sup>6</sup> Ο. Ρο <sup>6</sup> Ος <sup>6</sup> Δς Ρ <sup>6</sup> βαγα <sup>6</sup> Δο <sup>6</sup> Ο. Γ΄ Ρα <sup>6</sup> Α΄ Γ΄ Ρο <sup>6</sup> Δς Ρ <sup>6</sup> βαγα <sup>6</sup> Δο <sup>6</sup> Α΄ Γ΄
Right now, we are waiting. I was here earlier and heard the Department of Education's presentation and they are hopeful that that they will have some of these components ready very shortly, but right now, they don't exist. Meeting a deadline when the key pieces to achieving that goal are not in place makes it very difficult for us to be optimistic, so I would say that the 2020 deadline cannot be met because we're not meeting it now for K-4, let alone for grades 10 to 12. That's my opinion and the opinion of the Nunavut Teachers Association. Thank you, Mr. Chairman.	L° Δ Ρ C <sup>16</sup> P + J <sup>c</sup> 4 <sup>i</sup> L Ͻ 5 <sup>16</sup> b P b LΔ Δ Δ Δ Δ <sup>i</sup> C <sup>2</sup> σ 4 <sup>i</sup> b Ͻ c Δ <sup>j</sup> d <sup>c</sup> P <sup>i</sup> b <sup>j</sup> b <sup>j</sup> b <sup>c</sup> σ <sup>b</sup> 4 <sup>i</sup> L Δ σ Δ <sup>j</sup> b <sup>j</sup> C L <sup>1</sup> d σ <sup>k</sup> b Δ 4 <sup>i</sup> L Δ D 0 P <sup>i</sup> <sup>c</sup> 0 <sup>j</sup> b Δ 4 <sup>i</sup> L C Δ <sup>i</sup> d <sup>k</sup> 2020-J <sup>c</sup> d <sup>i</sup> b <sup>i</sup> P <sup>i</sup> C P <sup>j</sup> L Λ <sup>i</sup> Δ 4 <sup>i</sup> L Δ L d 4 C Δ d <sup>k</sup> b       NP <sup>8</sup> <sup>Q<sup>i</sup></sup> <sup>c</sup> 4 <sup>j</sup> + Ω Γ P <sup>j</sup> σ <sup>i</sup> b <sup>j</sup> Δ <sup>i</sup> b <sup>j</sup> C P <sup>i</sup> d <sup>k</sup> 0 P <sup>i</sup> σ <sup>j</sup> b <sup>j</sup> C P <sup>i</sup> d <sup>k</sup> 0 P <sup>i</sup>
<b>Chairman</b> : Thank you, Mr. Kreuger. The department has gone on the record as stating that that deadline is just unrealistic for their own capacity. Mr. Mikkungwak.	<b>Δ৬/«ϷϹ·</b> · (ϽϞϟႶͿϲ)։ ՙdϟឹሏϹϷ, ϹʹϹ dϟႱ. Ϥၬͺͺͻ ΔϹ <sup>ͼ</sup> ϭϤ <sup>ͼ</sup> ϷϽϲʹϲ͵ϷͼͿͼ ϷʹͽϧͼϟϹͺͼ 2020 ϹΔϐϫ ʹϐϭʹͺͻϤͼϽϟͼ. ϹʹϹ ϹϷϐʹϞͿϤͼ.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. For now, I guess this would be my last question for the time being. When you look at your submission, the entire document, I understand and you have elaborated section by section or by item; when you look at it overall, in your opinion and as a group or an organization, are you bringing these issues out more as a capacity issue or with concerns of providing quality education to students in our schools? Thank you, Mr. Chairman.	<b>ΓΡ° ساح (</b> ) الم

Chairman: Thank you, Mr. Mikkungwak. Mr. Kreuger.	<b>Δ<sup>6</sup>/«ÞC<sup>56</sup></b> (ϽϞϷΛͿ <sup>σ</sup> ): <sup>5</sup> d৮°ϱϮ <sup>6</sup> , Γ <sup>5</sup> C ΓΡ° <sup>®</sup> ϑ⊲ <sup>56</sup> . Γ <sup>5</sup> C dϷu.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I think that your two options are very closely connected, that capacity is related to quality education. We are concerned about both.	<b>ፅቅሁ</b> (ጋኣትበህና): ናዛታ°ዺ广ኑ, ΔኅፖዊϷርናኑ. ርኑዛላ Ľናቅ ዹ፦ና፟፟ኯ፝፝፝ት, Δ፫°σላፖበኈኁናበଏኆ°σና ላናጋΔσ፫ኑ, Δ፫°σላናσ፫ቢσኈ ርĽዸ፟፝፞፞ ር፟፟፟፟፟ታላ ፚረ፟፟፟፟፟፟ጏስቦናጋቦና.
We would hope that the Department of Education, through its initiatives and training, will help meet some of the capacity issues and we hope that that will result in the intent of those programs, which is a better, quality education for the students. We support that and we have support of the programs and curricula that the Department of Education either mandates or creates and we have no problem with offering those, teaching those, and living up to the expectations of those curricula.	CΔ <sup>b</sup> d4 Δ <sup>c</sup> <sup>e</sup> σ4 <sup>b</sup> D <sup>c</sup> <sup>kb</sup> d <sup>c</sup> ΛΓ4 <sup>b</sup> Π <sup>c</sup> Π <sup>D</sup> M <sup>b</sup> Δ <sup>b</sup> baΔ <sup>b</sup> bP <sup>b</sup> <sup>cb</sup> σ <sup>b</sup> CL <sup>a</sup> 4 <sup>b</sup> PP4 <sup>b</sup> CD <sup>cb</sup> <sup>cb</sup> 4 <sup>L</sup> <sup>D</sup> Δ <sup>c</sup> <sup>e</sup> σ4 <sup>cb</sup> <sup>bb</sup> ΛD <sup>b</sup> b <sup>cb</sup> <sup>D</sup> J Δ <sup>c</sup> <sup>c</sup> <sup>cd</sup> <sup>cd</sup> Λ <sup>cb</sup> <sup>b</sup> <sup>D</sup> <sup>cb</sup> <sup>D</sup> Δ <sup>c<sup>kb</sup></sup> CD <sup>cb</sup> <sup>Ld<sup>cb</sup></sup> Δ <sup>cb</sup> <sup>cd</sup> Δ <sup>cb</sup> <sup>cd</sup> Δ <sup>cb</sup> <sup>D</sup> Λ <sup>b</sup> <sup>kb</sup> <sup>cb</sup> <sup>Cb</sup> CD <sup>cb</sup> <sup>Ld<sup>cb</sup></sup> Δ <sup>cb</sup> <sup>dd</sup> Λ <sup>cb</sup> <sup>bb</sup> <sup>cd<sup>cb</sup></sup> Δ <sup>cb</sup> <sup>D</sup> Λ <sup>b<sup>kb</sup></sup> <sup>cb</sup> <sup>dd</sup> <sup>bD</sup> Δ <sup>cb</sup> <sup>c</sup>
What we would hope that our presentation actually stretches us and pushes us towards is that yes, we agree that the Department of Education is selecting programs that are going to result in greater quality of education for our youth, but we also believe that part of the puzzle is the capacity of the teachers. They need the training before the programs come out and the class size. They need their own personnel capacity to be able to meet the diverse needs of everything that we want Nunavut's education system to do.	σሊϷ<>/> - ሪር- ይሞቴ መሞቴ መጭ - ላኑ አን
A small community that has one teacher assigned to two classes, let's say, a grade 9/10 class and, as the expectations of that community are, we want our children to graduate and have access to all the opportunities in Nunavut, it is an impossible task. Last night at the	౨ౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖౖ

community presentation, we heard people asking for all of these different programs. I can't imagine what that would look like in a classroom that already has two grades being taught at the same time, just the general program.	ኦቴቴቴርርኦናናር ርΔLΔናጋσና ርdጚLጚσና Δ൧൙ൎLႪႶՐჂር. ቴኴቧ<ናሮየላႪ ርΔቴdላ Lናትጐ፝፝፝፝ ថៃ«๙ሥ፟ኇፚ፞፝ኇ፟፟፟፝ኇፚ፟፟፟፟
We now want to and I believe that we should because in those communities, there are gifted [students]. We have the same percentage of gifted students in Nunavut that exist anywhere else in the world, yet we focus our efforts and our "inclusionary" resources on the students who are struggling, but just as important are the students whose needs we are not meeting. We're not doing them a service at all because they are underperforming.	ϷϧϒͲϟϩϼϧϽϹʹͻ ϭϿϘϲͺͽϭϹͺϥϢ <sub>ϧ</sub> ϧ Ϙϲ͵ϞϩϽͺϧͺϲϗϷϧͺͻͻ ϲ ϭϧϤͻ ϤϧϤ;ϽϤͼͺϿʹͻ ϤͼϤ Δͼ Δε Δε Δε Δε Δε Δε Δε Δε Δε Δε Δε Δε Δε
My answer is that both are connected and we are interested in class sizes in particular and training for our staff to be able to meet the objectives that the department, they themselves, set. Training is a big one because there's a lot of change and that's stressful. We need the training to handle that change. Thank you, Mr. Chairman.	ርL <sup>ϧ</sup> Ϸ ĊၑdϤ ϤʹϽϤΔσʹϷϚͻϤʹϷϺʹͻϹ. Δʹͻʔ៸Ϸʹ ϤʹϒͲϭʹ·ϧ ΔʹͽϷͽϫͿ;ͽϺϿϚ ΔϹʹ·ϭϤʹͽϺϹϷϭʹϒϲ ΔϹʹ·ϭϤʹͽϽϲͺϧϷϭϚϽϚϧϲϤϲϟͰϧϫϲϚ ϹၑϭϤ Λʹ·ʹϿʹϭϤʹͰϹ. ΔϹʹ·ϭϤʹͽϺʹϲͺͺϹϤʹϧͽϹϿϚ ʹϭͿϧͼͺϹϷ, ΔϷϟϘϷϹʹͽ
<b>Chairman</b> : Thank you, Mr. Kreuger. I do have a few questions, but if the Committee doesn't mind, I think that at this time, I'll recognize the clock and we will take a 15-minute break. Thank you.	<b>Δ•/&lt;Þር፣•</b> (ϽϞϷႶͿͼ): ჼdႸ៓៓៓៓ ϤΛჼ፥dႶነϞჼႦϚͻϭჼΓϞʹ·Ⴑ ϤϹϷϟϷʹ·ϾϽϹͼ ͺϹͽϫ ϟͼϼͼ·ϞͿϧͼͼͺϹͼϦϪ;ͺͼͿϧͼϫͺϹͼ ϹͼϧϪͼϟϧϪͼϫϲϲϲͼϧϪ;ͺͼͿϧͼϫϹͼ
>>Committee recessed at 15:20 and resumed at 15:39	≫15:20Г _≏°6°Ub∆°உኈ⊃ና b⊀ሥbσኈጋ∩ና_ 15:39Г
<b>Chairman</b> : Thank you, everyone, for coming back. I don't have any names on my list right now. Oh, Mr. Mikkungwak.	<b>Δ•/≪ϷϹ·</b> Ϸ(ϽϞϷႶͿϚ): ·ͼͿϧͼϫϹϷ, ϷႶ·ΓႱ·Ⴖ. Ű∝ ⊲Ⴖ·ͼͿϽ·ϧͼϫϹͼϫϹ
<b>Mr. Mikkungwak</b> (interpretation): Thank you very much, Mr. Chairman. I know that I asked my questions already, but during the break, I was going through	<b>ΓΡ°∿J⊲™</b> : L'៰្⊃⊲ልና, Δʰ/᠙ϷϹંႪ. Ϸ⊲ና∩⊲Ⴊ ⊲∧Ⴊd∩Ⴊ Δ/ϲϲϷႪჂႱͻΔና, የ៸⊲σ ໑ႪႦ∿ႱϲϷႪႶ·ͻϹ ϹʹϭͿ⊲ ·ዋΓና⊋<ͻቦና

these documents and I have a question on page 11, the very last paragraph at the bottom. Can you explain further about the paragraph? Thank you, Mr. Chairman.	ϹʹϭͿϿϿͺϤΛʹͽϭͶʹϧϚϹϲͺϹͽΛϤϭͺΊΊ, ϹʹϿ ϤʹϹʹͽ;ʹϐ;ͺϷʹϞʹϲϿϤϹϤͼ.ͺϹʹϞϹ ϤʹϧϷϒͼϷϧϿ·ϿϤͼϹͽϳϹͺͼϷϿͼͺϽϷʹϿϤϭϧϲϲ ϿϿϿϤϟϽϿ;ϿϤͼϹͽϳϹϿͺͳͽͺϪϧϞϭϷϹͼ.
<b>Chairman</b> : Do you know which paragraph he's talking about? Mr. Kreuger.	<b>Δ<sup>ϧ</sup>ϟʹϘϹʹ·</b> ͽ(ϽϞϟႶͿϚ): ͼʹϲʹϤ <sup>ͼ</sup> ϭ·ͽ ϷʹϧϷϟʹϧͼͰϫͺϳϲ ʹϧϷϟႱͻϥͽͼϲ? ΓʹϹ ϭ;υ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. That paragraph pretty much summarizes NTA's position and that is that we would like to see changes to the <i>Education Act</i> that really remove references to in-school suspension, that it's not a practical or viable solution for what the suspension is intended to do.	<b>ፅ</b> ቅሁ (ጋኣትበJና): ናਰታ ዲ广 አላት ላይር ጭ. ሬ, ር ካ አባ እር እን አን
Suspensions are a serious matter that should be administered accordingly and we believe probably a standard approach to what leads to a suspension, but how they are served is not promoting the school's other goals, which are to provide a safe, caring, and educative environment for the students who are there.	ϼჼჼႦჼႱႱႭჼႭႶናႶႫჼ ለႱႱႭჃჂႵϪና, ΔĹჼ ለႱႱჼႼჃჂႱႱႠ ჃႦჇႠႠႦჁჃჼႦჼჂႽ ႱႠჼჂႶႽ, ჃჼჂႶႠႦႵႫჼ ႱႠႱჼႫႽ, ჍႱႱ ϼჼჼႦჼႱႶႠႦႱႭჼႭჇჼႭჼႱႦႱႠ ϼჼჼႦჼႱႶናႶႱႭჼႭჼႦჼႠჼႫჼჼ ႭႠჂႻႦ ჂႺႱჼႱႦჼႫჼჁჼႫჼ ႭႱႵჼჁႱႱ ჃჼႠႭჼႶႶჃჼჂႫ, ႱႱჼႶჃჼჃႦჂႫ ႭႵႱႦႵႭჃჼႦჼႱჼ
It just becomes problematic with where the student on suspension goes and who supervises them because it's going to take away resources and space from the students who are there. That's a clarification. Thank you, Mr. Chairman.	ርልLল ልল°σላኈጋኈ ዾኈ፝፝፝፝፝፝፝ጛዀ፟ ፚ፞ጏኯጘፑ ላኯላ፟፝፞፞፞፞፞፞፞፝፝፝፝፝ ይLቦ፟፟፟፟፟፟ኯ፟፟፟ጞ፟፟፟፟ ይ ይ ት አ ት ይ ት ይ ት ይ ት ይ ት ይ ት ት ይ ት ት ት ት
<b>Chairman</b> : Thank you, Mr. Kreuger. Mr. Mikkungwak.	<b>Δﻪ/≪ϷϹናゅ</b> (ጋኣት∩J <sup>ϲ</sup> ): <sup>ና</sup> dታ≏Ⴍ广 <sup>ϧ</sup> , ୮ <sup>៶</sup> Ϲ dൎ2Ⴑ. ୮ <sup>៶</sup> Ϲ ୮ዖ≏³ህ⊲ና <sup>ϧ</sup> .
<b>Mr. Mikkungwak</b> (interpretation): Thank you very much, Mr. Chairman. I also thank him for clarifying that. I will move on to page 12 in the second paragraph from the top. When we were doing the community tours, some parents were concerned, for example, if it's going to be a holiday Monday, but in small	<b>ΓΡ° ·J⊲ ·</b> ·. L'໑՟⊃ϤልϷ, ΔϷϒϘϷϹʹϷ Ϥ·Lͻ L'៰ <sup>ͺ</sup> LΈ· <sub>૨</sub> ͻͿ ϽΡϒοͺϚͶϥϲ·ʹLϚ. Ϲ·Ͽʹ·Ⴑϲ Ͽʹ·ϭϥϲϚL LϷΛϤϿϚ 12, Ϲʹ·ϛͺ ʹϤʹϲʹϷʹϚʹϷ Ͻ·ϲϥ ϷʹϷϲϹϳʹϐϤ, Ϲ <sup>ͺ</sup> ϛͺ ϼͼͺϲʹͽϭϤϹʹϷʹϳͻϹ Ϸʹ·ϭϝϽϷ·ϧϹ ΔϲͺʹϒϚ ΔϔͺLϿ·ϚϲϷʹϞϹ ϤʹϒϮͼϷʹϞͿϞϚ, Ϸ·ϽͶϹͻͿ ϹΔL ΗϤϙͺϚϹϭϐϷϭϲʹϷϚϚ ϼͼϷϧʹϧͼϷϭϥϛϹ ΡϒϤϭϲ ϼͼϛϲϳϲϭϛ ΔϲͺʹϒϚ ϹͿϷͿϤ

communities when they know a long weekend is coming, they know that there will be no school and they add a PD day to make the weekend longer for the students. How have you thought of this? It has been mentioned to us as the Committee as a problem and that's why I'm asking you. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Mikkungwak. I think where he's going, I'm not sure if the translation came through clear or not, but tagging on professional development days at the end of like a long weekend to make a longer period of time off of school. Just to elaborate a little bit further, if the Member won't mind, one of the concerns was is that when the kids are off school for an extended period of time, their sleep patterns change and it takes them even longer to adjust back into the school routine. Mr. Kreuger.

**Mr. Kreuger**: Thank you, Mr. Chairman. What you're referring to is what is referred to in the timetable as "O" days. They're days where they're operational to the point where staff report, but students don't. Sometimes the timing of those "O" days are out of the hands of the school because regional in-service has been mandated that someone from RSO is coming to the school to do that training.

Tacking it onto, let's say, the end of a long weekend, often the conventional wisdom is that it's less disruptive because if the students came back for one day and then had a teacher in-service day and then came back for two more days, they might not come back because they think the whole week is off.

The timing of this is actually, in most

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Just to be clear, it's not a long weekend for the teachers. They are fully occupied with the duties that those days provide. They're learning opportunities that are much needed. Sometimes they're directed by the school, sometimes they're directed by the regional school operations, and sometimes they're directed by the Department of Education in Iqaluit. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Kreuger. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. I also thank him for the answer, but I want to add a question. Currently today, many excuses now exist to disrupt the students' school year and the one he is mentioning is run by the Nunavut government, but the other one is teachers direct the need for professional teacher development, yet they are certified teachers.

Back when I went to school, for example, when school first started, about a month before the start, teachers used to arrive. However, today, as the school year is arriving on this date, the teachers come in

Δς\Δ<sup>2</sup>, <sup>5</sup>PbdĊ<sup>i</sup>J<sup>&</sup><sup>C</sup><sup>C</sup> Δ<sup>w</sup>baΔ<sup>2</sup>λα<sup>4</sup>c<sup>4</sup><sup>b</sup><sup>ic</sup> Δς<sup>e</sup>σ<sup>4</sup><sup>i</sup>σ<sup>5</sup>b<sup>w</sup>Λ<sup>c</sup><sup>2</sup><sup>C</sup> <sup>C</sup><sup>2</sup><sup>5</sup><sup>C</sup>. Λ<sup>c</sup><sup>5</sup>b<sup>c</sup><sup>4</sup><sup>c</sup><sup>c</sup>, Δ<sup>2</sup><sup>c</sup><sup>2</sup>σ<sup>b</sup>d<sup>c</sup> Δς<sup>k</sup>δ<sup>k</sup><sup>2</sup> CΔLΔ<sup>i</sup>d<sup>2</sup>D<sup>i<sup>c</sup></sup>, Δ<sup>2</sup><sup>e</sup>σ<sup>b</sup>d<sup>c<sup>2</sup></sup> Δα<sup>2</sup><sup>C</sup> Δδ<sup>i</sup><sup>C</sup><sup>2</sup><sup>k</sup><sup>2</sup><sup>c<sup>2</sup></sup></sub> Δ<sup>2</sup><sup>c<sup>2</sup></sup><sup>C</sup> Δ<sup>2</sup><sup>c<sup>2</sup></sup> <sup>C</sup><sup>2</sup><sup>2</sup><sup>c<sup>2</sup></sup></sub> Δ<sup>2</sup><sup>c<sup>2</sup></sup><sup>c<sup>2</sup></sup></sub> Δ<sup>i<sup>2</sup></sup><sup>C<sup>2</sup></sup> <sup>i</sup><sup>d</sup><sup>2</sup><sup>2</sup><sup>c<sup>2</sup></sup></sub> Δ<sup>i<sup>2</sup></sup><sup>c<sup>2</sup></sup>

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C<sup>6</sup>D<sup>6</sup>D<sup>6</sup>b<sup>6</sup><br

one day before school starts.	Ϸ<ʹͻჼ• ϤϹϷϟჼ• ΔϹ <sup>ͺ</sup> ·σϤʹ·σʹ <sup>ͼ</sup> ΛΓϤჼͽϧͼʹϒͻͿͻ϶ͼϲ ͶϧϲϹϲ;ΓϹ
The community is aware when we say we are serious about education. I wonder what you think about this. Yes, I agree teachers need more training and education too, but when students love going to school, it gets awkward and inconvenient. Are there any avenues for the teachers association regarding this? I would appreciate a response. Thank you, Mr. Chairman.	$C^{L}$ Δ Δ Δ $C^{L}$ Δ <sup>6</sup> $C^{1}$ Δ <sup>6</sup> $C$
Chairman: Thank you, Mr. Mikkungwak. Mr. Kreuger.	<b>∆•/≪Þር</b> ጭ (ጋኣ̀ኦ∩Jና): ⁵d۶°உ广், ୮ጎር ୮ዖ°℃ህ⊲™. ୮ጎር d₽̀Ⴑ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I'll respond to two parts as there were two issues that I heard. The first one is and I would like to clarify that these "O" days do not take away hours of instruction from students. When a calendar is submitted to the Department of Education for approval, and calendars are developed by the DEA and the schools and then submitted to the RSOs and signed off by the Deputy Minister, they have to ensure that students are receiving the correct hours of instruction in all of the subjects.	<b>ὀና්</b>
Teachers are employed by contract to work 195 days and as an association, we encourage our teachers to be professional and prepared and to work those 195 days. What a teacher does on their own time outside of that 195 days of work is not something that our association actually comments on except to tell teachers that they live in community and should be respectful of the community values and live up to their professional code of ethics. Other than that, whether they go on holidays or travel in and out of the community, we really make no comment on Thank you Mr. Chairman	Δς \ Δ <sup>ϳ</sup> Δς \ Δ <sup>j</sup> <sup>6</sup> <sup>Δ</sup> <sup></sup>

on. Thank you, Mr. Chairman.

<b>Chairman</b> : Thank you, Mr. Kreuger. Mr. Mikkungwak.	<b>Δ•/ペϷϹና</b> Ϸ (ጋኣኦ∩Jና): ናਰኦ≏உ广Ϸ, Γ·Ϲ ਰ⊅፟Ⴑ. Γ·Ϲ ୮ዖ≏ኄປ⊲ <sup>ና</sup> Ϸ.
<b>Mr. Mikkungwak</b> (interpretation): Thank you very much, Mr. Chairman. I'm sure that the DEA members are listening and the school operations are also watching and are aware that they will have to make considerations on this topic.	<b>୮P° ነປና ፡</b> ፡ L' ଦ୍ରୁ ଅଧିନ, Δነተ ማድር ፡፡. ር Δና d ላ b በ L ኦ ኦ ሎ ጋና ጋ ነ ኦ L ° ዮ ቦ ጋ ላ ፡ L ር ር ኦ ጋ ° ଦୁ ሮ ፍ Δ ፡ L C ጋ ላ ፡ L ጋ Δ ሮ ° σ ላ ፡፡ ጋ ር ኪ ኦ ና በ Γ ዮ ቦ ና ር Δ ና d ላ ላ ኦ ሬ ና በ ペ ኮ ና ር ኦ ጋ ° ሲ ሮ ና Δ ፡ L C ር L ና ተ Γ ኑ ሁ Δ ተ L ፡፡ ነ ኦ ተ ኦ ሶ ሊ ላ ፡ ኮ ፣ σ ላ ፡ L C .
I'm going to move on to the next item on page 18 and it's going to be my last question. On page 18 in regard to suspension of teachers or school principals or suspension for any reason, are you given the reason why they're suspended or expelled? Thank you, Mr. Chairman.	Ϥ/Ϥϼʹͻ ϳͼϭϤϲϚL LͽΛϤϼϚ 18. ϹϤ Ϥʹϲ·ͽ;ϲʹͼ ϲ Ϸϧ϶ϲϲͼϲϤϲ ΔσͼηͼϲϷϫͼ Ϸ ν«ϳͼ ϲ
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Mr. Kreuger.	<b>∆•/≪⊳ርጭ</b> (ጋኣት∩Jና): ናਰት≏உ广, ୮୯୦ ୮ዮ≏℃J⊲Ⴊ. ୮୯୦ dżႱ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. The point that NTA makes with regard to your question is that it's not the discipline. It's reporting and sharing the information that's in a report to people who are not employees of the Government of Nunavut. It speaks to access to information.	<b>ፅና፟し</b> (ጋኣትበJና): ናਰታዲርኮ, Δኮረዳኦርጐ. ፚ፞, ርኮਰ ወዉዎር Δሮኣሏትና ኮጋንትናኮበሶጐር ላለጭዕበቦታናውና, ርLዲ Δσጭበሲσኦዮርጋጭ. ΔLዲው ጋየፖቦላሁኣσኮ ላΓናኮ፱ናኮበናኮናም Δጭኮዉሏታጭበኦዮርጋም ወዉዎና ሀዴLኊቦኈውና ርኮਰምኄ በህረህኈዹኈጋσኈ.
Since we have established that we are employees of the Government of Nunavut, we're just saying that the discipline report that's written by the Government of Nunavut should not be shared with the DEA because they are not cleared to have access to that type of information. It's a personnel file issue. If it's something that's from a personnel file, it should not be shared with people who are not cleared for ATIPP documents, access to information and protection of privacy.	ά, CΔĹ <sup>Ϸ</sup> Ϥ <sup>ʹ</sup> <sup>Φ</sup> <sup>Φ</sup> <sup>P</sup> <sup>4</sup> <sup>2</sup> <sup>4</sup> <sup>Φ</sup> <sup>Φ</sup> <sup>2</sup> <sup>4</sup> <sup>Φ</sup> <sup>4</sup> <sup>Φ</sup> <sup>Δ</sup> <sup>4</sup> <sup>Φ</sup> <sup>4</sup> <sup>Φ<sup>4</sup><sup>Φ</sup><sup>4</sup><sup>Φ<sup>4</sup><sup>Φ</sup><sup>4</sup><sup>Φ<sup>4</sup><sup>Φ</sup><sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup>Φ<sup>4</sup><sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup>

I'm not sure if that reached the answer, but I'll respond to anything in the future. Thanks, Mr. Chairman.	᠋᠂ᡃ᠋ᡋ᠊ᠴ᠖᠊᠙ᠵ᠘ᠴ᠋᠋᠊ᠺᡃ᠋᠋᠋ᡬ᠅᠕ᠺ᠄᠋᠖ᡃᠥᢣ᠘ᢩ᠉᠂ᡣ᠋ᢐ᠋ᠴ᠌᠌᠆ᡷᡃ᠐ ᠙ᠡᡐᠦ᠊᠋ᢗ᠘᠘᠋᠋᠋᠋᠆ᢤᡁᡲ᠘ᡃ᠄᠂ᡁᢞ᠌᠌ᢁ᠆᠋ᢪ,᠘ᡃᡟ᠙ᡐ᠋᠋ᢗ᠅
Chairman: Thank you, Mr. Kreuger. Mr. Mikkungwak.	<b>Δ•/ペϷϹና•</b> (ጋኣትበJና): <sup>ና</sup> d৮°உ广•, Γነር d쿠Ⴑ. Γነር Γዖ°ኄህላኈ.
<b>Mr. Mikkungwak</b> (interpretation): Thank you very much, Mr. Chairman. Just to make it clearer, I'll ask again. For example, as a parent, if my child did something wrong and the teacher calls me on the phone and tells me that my child is misbehaving and that they will be suspended; if I want to get more information on this issue, the parents at this time, we have been told that we have to go to the principal or the vice-principal before we talk to the teacher and we can't do that. That's the way it's set up. However, the principal and vice-principal are the only two. As parents, how will we know what the reason is for the suspension or discipline? Thank you, Mr. Chairman.	<b>ΓΡ°*ህ4</b> <sup>•</sup> L'a <sup>-</sup> J4Å <sup>•</sup> , Δ <sup>6</sup> /«ΡĊ <sup>5</sup> . ϽΡ/° a <sup>-</sup> Cla d <sup>4</sup> b <sup>6</sup> σ <sup>-</sup> J 4Λ <sup>•</sup> b <sup>4</sup> Cl <sup>-</sup> σ <sup>-</sup> σ <sup>-</sup> δ <sup>-</sup> δ <sup>4</sup> Cl <sup>-</sup> δ <sup>-</sup> σ <sup>-</sup> δ
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Mr. Kreuger.	<b>∆⊳୵≪⊳⊂∿</b> (ጋኣ≻∩Jና): ኀd≻°உ广், ୮୯୦ ୮₽°℃J⊲∿. ୮℃ d⊅Ⴑ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. You bring up a good analogy in that your description of the procedures for a student who has undergone some discipline and then the way the information is shared with the parent, they're two different processes, but there is a similarity.	<b>ፅና፟し</b> (ጋኣትበJና): ናdታ°ዺ广፟ <sup>ኑ</sup> , Δ <sup></sup> ሃላይርና <sup></sup> <sup>6</sup> . ር <sup>6</sup> ኣ <sup>ጭ</sup> PCΔና ለኦላ <sup>ሬ</sup> Lሲ <sup>6</sup> ናb_DΔር-ሁናም <sup>6</sup> ሪ ር <sup>6</sup> d ላጋጭርኦናውጋና Δር <sup>6</sup> ህሪዮና <sup>6</sup> ጋና Δር <sup>6</sup> σላ <sup>6</sup> በΓ <sup>6</sup> Δσ <sup>6</sup> ግና <sup>6</sup> ሪዮላናካ <sup>6</sup> ሪ <sup>6</sup> dላ ናb_DΔc <sup>3</sup> ላርኦላΓờ <sup>6</sup> . LናPΔc <sup>6</sup> ሁ <sup>1</sup> L <sup>6</sup> CL <sup>6</sup> ላጋ <sup>6</sup> CኦJ <sup>6</sup> ሲ <sup>6</sup> ጋ <sup>5</sup> .
I would like to take it maybe one step further and that is, I don't think the parents would want the school sharing what they did to discipline a child with another parent. They would only share that with the parent of the child. I don't think that we would want that kind of	ϷჼႱĊჂႭႯჼჂႮ ႠႾჼჃႯ ϪႠჼႣჃჽჼႣ ჂჽჼჼႶჼႶႮႾႱႸჼჼჂჼჽႦჼႶႱႺ ჼႦჂჼჼ ϪႫჼჼႶჇႠჂႵႫჼ, ႻႱႵჼႶჼႭჼႮჼ ႼჄჃႫ ჂჽჼႶჼႶႮჼႭႽႸჼჿႱႱႠ ႠჼჄႮჼႱ ჄჇჄႦና ለናႶႻჼႶႽჂና ႻႱႵჼჼႦჼႶჼჂႽ ႠჼჃჃ

information shared around because it's a privacy issue.	⊴C⊳୵⁵⅃℠℧ၬLC.
What we're saying is that if a principal is disciplined, it should not be shared around because, if it's on the personnel file, that is a private matter and eventually, it might speak to rumours going around and it might actually hurt that individual's chances of a transfer to a different job, just like if rumours go around about a child and what they did at school, if someone at school is telling other people about this, that could hurt a child as well.	ΔϚϞΔϟϜͽ ΔσͼϿΛͺͺͺͺͼϿϫͼͺϽͺϫͽϹϷΓϭͼͽͼͼ ϷͽͻϿͼ ͻͼ ͻͼ ͻͼ ϒ Ͽͼ ϒ ϲ ͻ ϲ
We're just saying that the information that is on the personnel file is a matter for the individual principal and should not be shared to people that are not cleared for that kind of information. The person would still be disciplined; it's just that some things are not shared in the public spirit. Actions were taken and it's on the personnel file. Thank you, Mr. Chairman.	ϤᡃLϿ Δ <sup>®</sup> ϷϿΔϟ <sup>®</sup> Ϻ <sup>°</sup> <Δ<<ʹͼϤϺ <sup>®</sup> Ϻ <sup>°</sup> Ͽ <sup>®</sup> CϷ< <c Ċ<sup>e</sup>d4 Λ<sup>*</sup>ϟϺϹϿϚ ΔϹϞϷϟ<sup>°</sup> Ϥ<sup>®</sup>Ϲϟ<sup>®</sup>Ϸ<sup>®</sup>Ϛ ϤϽσ CL<sup>e</sup>d4 ϽϞ<sup>®</sup>CϷΓϤ<sup>°</sup>Ϸ<sup>®</sup>ϒ<sup>°</sup>Ͻ<sup>°</sup>, ϤΓ<sup>®</sup>ϷJCϷΓϤ<sup>°</sup>Ϸ<sup>®</sup>ϒ<sup>°</sup>Ϲ<sup>°</sup>. Ρ<sup>2</sup>Ϥσ Ϲ<sup>®</sup> Λ<sup>°</sup>Π<sup>4</sup><sup>®</sup>Γ<sup>°</sup>Ͻ<sup>®</sup> Λσ<sup>°</sup> Δ<sup>°</sup><sup>®</sup> Δσ<sup>®</sup>Ϻ<sup>°</sup>CϷJ<sup>e</sup> Δ<sup>®</sup><sup>9</sup><sup>®</sup>, P<sup>2</sup>4σ CL<sup>e</sup>d4 <sup>°</sup>Ϸ<sub>2</sub>Δ<sup>*</sup>2CϷ<sup>2</sup><sup>°</sup> ϽϞ<sup>®</sup>Π<sup>°</sup>Λ<sup>*</sup>CϷ<sup>5</sup>Ϸ<sup>c<sup>®</sup></sup><sup>°</sup><sup>°</sup>, P<sup>2</sup>4σ CL<sup>e</sup>d4 <sup>°</sup>Ϸ<sub>2</sub>Δ<sup>*</sup>2CϷ<sup>2</sup><sup>°</sup> ϽϞ<sup>®</sup>Π<sup>°</sup>Ω<sup>*</sup><sup>1</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup>, <sup>°</sup>d<sup>*</sup><sup>°</sup><sup>°</sup><sup>°</sup>, Δ<sup>*</sup>2<sup>°</sup><sup>°</sup><sup>°</sup>, Δ<sup>*</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup><sup>°</sup></c 
<b>Chairman</b> : Thank you, Mr. Kreuger. Mr. Mikkungwak.	<b>Δ•/ペϷር</b> ና• (ጋኣኦበJና): <sup>ና</sup> d৮°ዺ广 <sup>ኈ</sup> , Γ <sup>、</sup> ር dቮし. Γ <sup>、</sup> ር Γዖ° <sup>、</sup> ህላ <sup>ና</sup> •.
<b>Mr. Mikkungwak</b> (interpretation): Thank you very much, Mr. Chairman. That's a very clear response. A parent has to be told why the teacher, vice-principal, or the principal has been disciplined. For example, if they're suspended for two weeks, people have to know what went wrong, not tell them directly of the problem but how long they're going to be off work. I think this has to be a bit clearer for the parents because it seems to affect some part of it. That's why I'm bringing it up. Thank you, Mr. Chairman.	<b>ΓΡ° ϞͿϭ·</b> Ϸ: L'ϱʹ-ͻϭልϷ, ΔϷϟϘϷϹʹϷ. ϽΡϟͺͼ·ϚϥϭϷϽ·ϷͺϹʹͼͺϼϷϷϞϥϚϷ. Ρϟϥϭ ϭʹϷϲʹϐʹϫ ΔϲʹϷϭϭϤϷϚϚϿϞϷϹϹϹϷϧ ΔϲʹϷϭϭϤϷϚϚϿϞϷϹϹϷʹ Λϭ·ͻϲϷϭ·Ϸ<ና ϚϚϟϤʹϒϹϷʹϭϭʹϷ< Λϭ·ͻϲϷϭ·Ϸ<Ϛ ϚϚϟϤʹϒϹϷʹϭʹϷ< ʹϷͻϽ Δ· Ϸ Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ.
<b>Chairman</b> : Thank you, Mr. Mikkungwak. I don't really believe that this is the role of NTA. As Mr. Kreuger,	<b>Δ•/ኆኦርጭ</b> (ጋኣኦበJና): ናਰኦቄቪዮ, ୮ነር ୮ቦ°ንህላጭ. ርL°ዉ ለলሲላሲጭਰንዮLJ ርኮਰላ ወዉታና ልሮኣሏኦና bጋንኦናbበሱንቦር የረላσ. ሷ, ር°ዉ

as an educator himself, I'll make an assumption that he has some information regarding this matter, so I'll allow the guestion right now. Mr. Krouger	ጋየረቦ⊲ንበኈኣኄኈስርኦዛር ር፝፞፝፝፝ ለኆ፝፞፝፞ዹኈ፞በ፝ኇ፞፟፞፞፞፞፝፝፝፝፝ኇ፞፞፟፟፟፟፟፟፟፝፝ ጚኯ፟ጜ ላኊዸኯኯዾጜ. ୮ኁር d፟፟፟፟፟፟፟፟፟፟፟
question right now. Mr. Kreuger. <b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I would say that from the point of view of NTA, we would agree with you that you have a right to information regarding your child. This specific situation that we're not aware of all the details, I would think that your DEA would be a good place to start because if a suspension has occurred, there should be a form filled out, of which the parent should have access to. I would be asking those questions of the DEA and the school to get information because, as the guardian of the child, you do have access to that information Thank you Mr. Chairman	<b>ἀἐ</b> ἱ (ϽͺϤϷͺϿͺϿ, Δ,
information. Thank you, Mr. Chairman. Chairman: Thank you, Mr. Kreuger. Mr. Mikkungwak.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ·</b> ͽ(ϽϞϞႶͿϲ): ʹͼͿϧͼϫϹϷ, ϹʹϹ ͼϳͻͺͺϹ ϹϷͼϧϥϭͽ.
<b>Mr. Mikkungwak</b> (interpretation): Thank you very much, Mr. Chairman. That's also very clear. Going on to page 20 about the middle of the page, it states that they like to work with the DEA. The way it's written is very clear. Looking at that, as I was asking, if teachers have an "O" day, when you make these plans, do you consult with each other? Sometimes it gets difficult to work with the local education authority. How has it come about, the one that is mentioned in the middle of the paragraph? Thank you, Mr. Chairman.	<b>ΓΡ° · J</b> Δ • · · · · · · · · · · · · · · · · · ·
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Mr. Kreuger.	<b>Δ•/ペレር፣</b> • (ጋኣኦበJና): ୮ <sup>៶</sup> ር dżს.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. Could I ask for clarification? Are you talking about language of instruction or the school calendar? Both are on that	<b>ፅଚ፟し</b> (ጋኣኣትበJና): ናժታ°உ广ঁኦ, Δነፖペኦርʹჼኦ. உጋฉΔჼየፖባካዮኇን°ъ <sup>ጭ</sup> ሶና ልር°ኇላበናበተበም ኦ°ペጏዮኇና ልር°ኇላሁነኣσ ር°ペኇዛLC ርኦժላ

page. Thank you, Mr. Chairman.	CLናΓϷ. ናdϧͼႭϹϷ, ΔϞϟ≪ϷϹናϷ.
Chairman: Mr. Mikkungwak.	<b>ΔϷϒ≪ϷϹ<sup>ϛϧ</sup>: ℾ</b> ʹϹ ℾℙ <sup>ႄ</sup> ʹ·ͿϤ <sup>;ϧ</sup> .
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. I am referring to the very paragraph on that page, which is right in the middle, which is focusing on language of instruction. When I asked that, the question that I asked is: some DEAs are collectively working with the staff and at the same time, the staff do present their possible PDs to enhance the knowledge and education of school students within the school environment, but it seems to tell me on a different note here that some district education authorities are hard to work with by staff. Is that the case? Thank you, Mr. Chairman.	<b>ΓΡ°*J4</b> <sup>*</sup> (ϽʹϞͰΩJ): L'ϫʹͻϭልͽ, Δͽϟ <b>ϨϷ</b> Ϲʹͽ. Ϲ <sup>i</sup> Ϸ ͽϷλλε Ϛ Ϛ <b>ኖ</b> Φ μοιΓ <sup>*</sup> ΓΓΛασ΄ Δ <sup>*</sup> Δ <sup>-°</sup> σα <sup>*</sup> Δ <sup>-°</sup> σα <sup>*</sup> Δ <sup>-°</sup> σα <sup>*</sup> <sup>5</sup> Δ <sup>-°</sup> σα <sup>*</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup>
<b>Chairman</b> : Thank you for that clarification, Mr. Mikkungwak. Mr. Kreuger.	<b>Δ•/ペÞርጭ</b> (ጋኣትበJና): የd৮°உ广ঁי, ୮ነር ୮၉° ህላኈ ጋየረፈኈበናበቦላናልና. ୮ነር dżႱ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I think it's safe to say that the relationships that staff have with the DEA are on a continuum that varies between really strong and not so strong.	<b>dᠵᢆᡶ</b> (ϽϞϷႶႮና): ᠮdᡃᢞ᠌ᡅ᠋ᡤᢆᡃ, ᠘ᡃᡟᠡ᠙Ϸᢗ᠋ᡝ᠋᠉. Ϸᠮᡃ᠌᠌Ϸᢪᡆ᠋᠋᠋ <sup>ᢑ</sup> ᡠᠯ᠉᠊᠋᠋᠋᠊᠋᠘᠊᠘ᡶᡃᡆᡆ᠘᠋᠋᠋᠋ᢐ᠌ᠥ᠘ᢣ᠉ᡤᢆ᠂᠋᠌ᠴᡆᡄᢩᢡᠳ ᠘ᡄᢪᠳᡆ᠋ᡃ᠉᠋᠋ᡔᡄᡅᢣ᠋ᢩᢛ᠋ᡗ᠊᠕᠌ᠺᢞᡄᡆ᠋ᢤᡥ᠋ᡆ᠉ᠫᡕ, ᠙ᠡᡆᠳ ᢣᢩᡥᡗ᠋ᠴᡆ᠋ᡩ᠋ᢩᠴ᠋ᢩ᠆᠆ᡗᢄ
It's really a case of developing trust between staff and their DEA and developing a sense of community. A lot of factors can play into that. Turnover of teachers is a big one. Sometimes it takes a while for the staff to actually get to know the DEA and the DEA to get to know the staff. There's a variety of relationships there. It's true that some work very well together and they are in sync and it would be natural for the DEA to consult the teachers about anything.	>Λ?/⁵b∩ՐՐՉʻbʻLC CLʻbd Δ⁵baΔን໊Ր ϤʹLͻ Δαέ Δε°σϤʹϿϽϲλϿʹΓ. Ϲ΄bdϤ ϤΓィʹϿ Δεʻb?°ΔʻLC, ΔεʹΔΑ ΔεΓንΡ΄ ͻσ. Δέ°σθϤ ΔεኣΔὸ ቴንʿὑͻϲϚΔʹLC Ρ/Ϥσ ቴϷϷͰϲͼϷϲʹίLC CLʻbdσ∿υ Δαε°σ Δε°σϤʹϿϽϲλϷσ. Δ΄, νϲ;ἰͻϤ΅ Δε°Γ ΛεκτθΛΓΓΛϤͽϽ ϤʹLͻ CΔĹ Δαέ Δε°Γ ΛεκτθΛΓΓ ϷʹbʻbʻCռϤʹϷϚͻϤʹLC ΔεኣΔϷΔ ΡνϽΔ°Δ΅ ΛϞϥϽΓ΄ ͻͿ.
What we are saying is that currently, as the Act is written, it does not compel	᠋᠋᠋᠋ᡶ <sup>ᢩ</sup> ᡆ ᡣ᠋ᡣᡪ᠋᠋᠋᠋ᡥᡝ᠘ᡔ᠋᠅᠋᠘ <i>᠆᠋ᢨᠣ᠊ᡏ᠋᠋ᡐ᠋ᢕᠧ᠋᠋ᡳ᠋᠋᠋᠋᠘᠆᠘</i> ᠅᠋ ᠘᠋᠋᠋ᡶᡃ᠊ᢂ᠋ᠳᡆ᠖᠋᠋᠋᠋᠋ᢐ᠁᠘᠋᠋᠋

DEAs to consult the teachers in the school with regard to the language of instruction. We're saying that, because teachers are working on a day-to-day basis and know the impacts of the language of instruction model on the school and their programming, it should be entrenched in the <i>Education Act</i> that they are asked for their input. Thank you, Mr. Chairman.	Δሮ <sup>®</sup> σላል <sup>ֈ</sup> Γ Δ <sup>®</sup> bQΔን <sup>®</sup> በኦלσ <sup>®</sup> Λ <sup>*</sup> לበቦጋቦ <sup>c</sup> ኦ <sup>s</sup> bኦ/ <sup>®</sup> Δሮ <sup>®</sup> σላ <sup>®</sup> በ <sup>c</sup> በ <sup>*</sup> לCኦσላ <sup>®</sup> ጋ <sup>®</sup> . ር <sup>b</sup> dላ ኦ <sup>s</sup> b <sup>s</sup> ልኦቦላ <sup>s</sup> b <sup>*</sup> DJJ <sup>4</sup> <sup>c</sup> <sup>s</sup> bኦλ <sup>L</sup> LC <sup>s</sup> bኦር <sup>‡</sup> <sup>®</sup> <sup>2</sup> ላ <sup>c</sup> D <sup>5</sup> b <sup>s</sup> C <sup>®</sup> Dσ <sup>*</sup> <sup>2</sup> Δሮ <sup>®</sup> σላበ <sup>c</sup> በ <sup>*</sup> לCኦלσ <sup>b</sup> ፈር <sup>-</sup> ኦኦ <sup>2</sup> Lቦላ <sup>s</sup> b <sup>®</sup> Dσ <sup>b</sup> C <sup>®</sup> ላር Lር <sup>1</sup> ላለሲ <sup>5</sup> ኦ <sup>5</sup> b <sup>s</sup> C <sup>5</sup> <sup>2</sup> D <sup>6</sup> . <sup>s</sup> d <sup>5</sup> <sup>8</sup> ሲ <sup>5</sup> <sup>8</sup> , Δ <sup>b</sup> <sup>2</sup> «ኦ <sup>2</sup> <sup>6</sup> .
<b>Chairman</b> : Thank you, Mr. Kreuger. I would just like to remind Members that we do have one other witness before the end of today. Mr. Savikataaq.	<b>Δ•/ペϷϹ·</b> Ϸ(ϽϞϷႶͿ·ን: ·ͼͿϧ·ϼϲϳ·ϧͺͺϹ·ϹͺͼϳͻͺͺϹ· ϞልϷϹʹ·ϷͺͺϷͶͺϷʹϚͺΔʹͼϷϐϪͶϞͿϹ·ϿϹϚͺϤϹϷϟϷϐ··ϭ·ϚϷ ϤΛʹͽϟͿϧϞϛϐ·ϭϲϥϚϹͺϘʹ·ϿϹ ϿʹϷϐϲͺϷ·ʹʹϔϲϲϓͼϲͺͺϹ·ϹͺͺϞϫϷϹʹ·Ϸ
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. I'll be quick. Since this was brought up about language of instruction and how the educational staff should be consulted on the language of instruction model, what is your position on if there was just one language of instruction model? We have been hearing a lot about that and we also would like education standardized within Nunavut and to do that, you have to have one language of instruction. I would like your position on if there was just one model for language of instruction for all of Nunavut. Thank you.	ΥδυĊ <sup>ŵ</sup> (ϽϞϷΛͿϚ): <sup>6</sup> d۶ <sup>°</sup> ac <sup>¯</sup> b, Δ <sup>b</sup> /«ϷϹ <sup>ib</sup> . ϽϤ&Ϥ <sub>Δ</sub> ασϤ <sup>ib</sup> <5 C <sup>°</sup> a <sup>4</sup> <sup>ib</sup> P <sup>ib</sup> b <sup>1</sup> L <sup>c</sup> C <sup>b</sup> d4 Δς <sup>-1</sup> Δ <sup>2</sup> <sup>4</sup> C <sup>2</sup> C <sup>2</sup> <sup>5</sup> <sup>10</sup> D <sup>2</sup> Δς <sup>-1</sup> δ <sup>10</sup> Δ <sup>2</sup> <sup>10</sup> C <sup>2</sup> D <sup>2</sup> Δς <sup>-1</sup> δ <sup>10</sup> Δ <sup>2</sup> C <sup>2</sup> D <sup>2</sup> C <sup>2</sup> D <sup>2</sup> C <sup>2</sup> D <sup>2</sup> Δς <sup>-1</sup> δ <sup>10</sup> C <sup>2</sup> D <sup>2</sup> C <sup>2</sup> D <sup>2</sup> C <sup>2</sup> D <sup>2</sup> C <sup>2</sup> D
<b>Chairman</b> : Thank you, Mr. Savikataaq. Mr. Kreuger.	<b>Δ•/ペÞርጭ</b> (ጋኣትበJና): <sup>ና</sup> dታ°உ广், ୮ <sup>、</sup> ር ኣልbር፞ኈ. ୮ <sup>、</sup> ር dżႱ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. NTA right now, I think, is neither opposed nor unopposed to that. Probably the place to look at is we haven't taken any stock of how effective what we're currently doing is. If we're going to change, we should have some kind of measurement of how effective we are so that we know if the change is an improvement or not.	<b>ፅ</b> ቅሁ (ጋኣኦበJና): ናdታ°ዺ广፟ <sup>ኈ</sup> , Δ <sup></sup> νረ «ኦርጐ. ርካታ ΔርኣΔኦና bጋንኦናbበሶጐሁና Δbጚጐሥዮቦጋና ላቦሲኈጋኈቦናጋና. ሲኣΔረ ኦ፝ኈግቦሲናር ናbኌኈ ርL°ሲ ላኦረσናbናበላናLኈሁኈ. ላሥኦσላዖናር ናbኌኈ ኦናጋበናbሲላናbኈጋJና ናbኌኈ ላሥኦትሲላናbናLኈሁናኌዮ፞፞፞፞፞ኇና.

Everyone wants to fix the problem and it's like a Honda stuck in the mud and we're all pushing hard, but some of us are pushing against other people and if we don't stop and actually push on the same way and measure the change and say, "No, that's the wrong way. Let's go over here and try." It seems like we're just going to be doing the same thing in another five years or ten years with a different group of people presenting here.	ԹdϲͺͺϳͼͺͺϫͼϷϷϟϪͿͺͺϹͺϿϷϷͺϧͺϲϫ ; ϫ;ͻͺͺϭϧϚϿϤϫͺͺϤϒϷϧͺϹϒ ϫͼϧϧϧͺϲ ϫ ϫ ; ϫ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
I can see that there are some things that are attractive about one model and, that is, a more standard approach, everything is the same. Training would be easier. Resources would be easier. That's all very enticing, but I think that we should have some measurement before we make a change so that we know that the change has been an improvement or it has made things worse. We're not opposed or unopposed. Thank you, Mr. Chairman.	<ul> <li>Δ., Cdt L Δ. ΥΓ ΛΡ τ Δ. Δ.</li></ul>
<b>Chairman</b> : Thank you, Mr. Kreuger. Mr. Savikataaq.	<b>Δ•/«Þር</b> ኈ (ጋኣኦበJ፡): <sup>ና</sup> d۶°உ广், ୮ነር d፟ትሁ. Γነር ኣልbር፟ <sup>ና</sup>
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. Just a last question or just a clarification on that, you said that you want a measurement for change. Do you want to measure whether the quality of graduates is going up or the quality of bilingual? Can you explain what you would like to measure before you change? Is it whether we're bilingual or whether our education system is producing more qualified, educated graduates? Thank you.	<b>ኣ&amp;ᲮĊ๋</b> ጭ (ጋኣትበJና): የժታ°ዺቮኑ, Δኑፖላኦርጐ. ኦዺ P፝ጜታና፝፝፞፝ <sup>5</sup> ሩሲσ፟፟፟፟ ጋዮፖፈጭፖበባ፟፝፝፝፝ኯይምንደጋሏ፝፝፝፝፝፝ዾጭንጋJ.
Chairman. Just a last question or just a clarification on that, you said that you want a measurement for change. Do you want to measure whether the quality of graduates is going up or the quality of bilingual? Can you explain what you would like to measure before you change? Is it whether we're bilingual or whether our education system is producing more qualified, educated	Ρ <sup>ϧ</sup> ປʹϲϲ <sup>ʹ</sup> <sup>ϧ</sup> < <sup>′</sup> <sup>1</sup>

bilingual education is our goal, and in terms of that goal, is one model an improvement over three models? I was thinking in terms of bilingualism. The other is a different story as well. Thank you, Mr. Chairman.	ርժ՟௳՟Ⴢป ላርϷ៸ჼ፦ ለϷσჼჼኣϷႭϧჼ፦< ለኈႱჃムႠኈႱኈቦኈႱჼჂႶ. ΔჼႫჃ ላჼኦሶኈቦናჂርϷჼႱር ርΔLΔናჂσኈቦና. ჼႫႸჼႭႠჼ, Δነ፞፞፞፞፞፞፞፞፞፞፞፞፞Ⴍჼჼ
<b>Chairman</b> : Thank you, Mr. Kreuger. I have no more names on my list, so I guess it's my turn.	<b>Δ•/«ϷϹ·</b> Ϸ(ϽϞϷႶͿና): <sup>ϛ</sup> dϧͼͺϲϮͽ, dżႱ. ⊲ՈናਰՈናϧჇͼϭϚL, Ϸ«ϞႱ ϹΔL.
I would like to take a step back to the student-educator ratio. When the Department of Education was here earlier today, they spoke to a proposal that they're taking a look at of having a more core program or a community model base student-to-educator ratio based upon the number of programs that are available in the community versus the national average model that's used right now. I think that even differs from the classroom model that you spoke to earlier.	Ρ <sup>,</sup> <sup>1</sup> <sup>4</sup> , Δ <sup>4</sup> <sup>6</sup> , <sup>1</sup> <sup>4</sup> , <sup>1</sup> <sup>6</sup> , <sup>1</sup> <sup>4</sup> ,
Are you familiar with any research based upon taking a look at what core programs are needed in each community, basing your educator ratios upon that, and then looking at any enhanced programs that are available through the department? How comfortable would you feel in the department exploring that option? Mr. Kreuger.	ርLʰd◁ ናᲮ▷ኣካሊᢣ▷ናᲮናርናቍረ፟፞ኊቦ፝ዮኇና ናᲮ▷ኦLልና ▷ኖዺኌ፝ዮኇና ርdረLልና ለኦፈበቦና ጋቦና Δሮኣ▷ኦ ፈርኮፖጭ ፈዛጊጋ ናᲮንረኦቪኝኒዮና ርΔካdዻ Δሮኣና፦ሽና? ርLካdዻ ዉሮናንሽና ናᲮጔሏጏንበቦታኦዴና Δሮኣፖዮጋና? ናdኦኄሲዮ. Γነር dንሁ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I'm just going to take a moment to confer with my colleagues.	<b>ፅቅᲡ</b> (ጋኣትበJና): ናਰኦ°ዺ广ካ, Δካረペኦርጭ. ኦਰዾጐሁ ፟፟፟፟፟፟፟፟፟ፚጘ፟፟፟፟ፅበዮኯ፟፟፟፟፟፟ ዾና ኦናዕኦረሲፎኦቴጋLሁካ.
Thank you, Mr. Chairman. I am ready to respond. It's interesting and there are words that are used in that description that if we have the same definitions of those terms, then we might be in agreement, but we have learned from negotiations that often it comes down to what do you mean by terms like core	<sup>ና</sup> dታ°ฉ广ঁ <sup>5</sup> , Δ՝ሃペኦርናঁ <sup>5</sup> . ዖኦJ°ฉ <sup>6</sup> ዮሪዞሪ. ፚ፞, ርደ°ฉ ጋኣዖГฉ <sup>6</sup> ን <sup>5</sup> ፈርኦፖዮኄ ፈጋጮርኦペናሬፈና <sup>6</sup> , ፖናጋ ርঁዛፈ ጋዮናና ርሏ፤ናበፈኈ ጋዮፖኦደናኦበሶካሪና ፈኈናኑስበሶJ°ฉኈጋjႱጋፈኈ ዮረፈσ ፈኦናσካሪና ጋዮፖርኦኈጋሪና ናክጔኈ ጋዮኄኈበናለኦኦ ደፈፈ

program? What is determined to be essential?	᠘ᠸᢩ᠂ᠳ᠋ᡇ᠋᠌ᢓ᠋ᠬᡗᡃᢣᢂ᠋ᢄ᠆ᡄ᠋᠘᠋ᢉᢦ᠋᠋᠋ᠮ᠖ᡃᢛ᠋᠌᠌ᡔᡄ
There are certain aspects of that that do sound positive and would ensure that there are certain essentials that are needed for all communities. They should be there regardless of the size. There still has to be acknowledgement of the enrolment, the number of students who, by law, are required to be in school and live in the community, and that's somehow reflected, and whatever formula is used, it has to be transparent and it has to be available so that we can all use it and come up with the same number and apply it to a school and see that, yes, that's what it's doing.	Δͺͺͺͺͺͺ Δͺͺͺ Δͺͺͺ Δͺͺ Ϥ Α Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
We talk about schools that are over- funded and under-funded or over-staffed and under-staffed. I don't see any schools that are suffering from being over- staffed, but we see schools that are suffering from being under-staffed. Whatever the result, we should not end up with classrooms that cannot meet the needs of the students that are in them, regardless of how we package it and describe it.	▷ ቴ ኮ ኦ ቴ ኮ ኮ ኮ ኮ ኮ ኮ ኮ ኮ ኮ ኮ ኮ ኮ ኮ ኮ ኮ ኮ
I think NTA is interested to see what the department means by this so that we can actually give them a more articulate and reasoned response. Thank you, Mr. Chairman.	ᢗdJLᠳᡏ᠋ᡃᡐᠫᠨ᠋ᡄ᠋᠙ᢣᠥᡄ᠙ᢟᡃ᠋ᡠ᠋᠘ᢣ᠋ᡃᢛᢗ᠋᠋ᡃ᠋ᢐ᠋ᢄᡶ᠌᠅ᢆᡁᡄ ᠘ᠴᡄ᠋᠋ᠮᡋᡆᠴᢣ᠋᠋ᡏᠦ᠋᠋᠋᠄ᡐᠫ᠋᠆ᡗᢩᡅ᠘᠘ᡩᡆᡆ ᠌ᡖ᠘ᢉᢣ᠌ᢂ᠆ᡆᠺᡃᡷ᠋ᡗ᠘ᢗ᠄᠂dᢣᡨᡅ᠋ᡏᡃ,᠘ᡃᢦᠡ᠙᠋ᠺ᠋ᢗ᠅
<b>Chairman</b> : Thank you, Mr. Kreuger. I'll just go on to my next [question]. On page 8, it talks about student promotion and the school teams. There is a statement made in there that some have not been established appropriately or aren't meeting on a regular basis.	<b>Δϧϟ≪ϷϹ·</b> Ϸ(ϽϞϷႶჃ): ·ϭͿϒ·Ͽϲϳ·ϧͺͺΓ·Ϲͺͺϭϳͻͺ ϤΛʹͼϭͶϧϞϧϐ··ϭϚͺͺϹϧͶϾͼͺϐͺϷʹϒϷϷͻͼ ·ϭͿͼͺϭϲ;ϫϿϲ Ϫϲϲϒͼ·ϦͼͺϪϲϫϲϧͼ;ͼϲϲϲ ϷͶϹͶϞͼϫϹͼϫϿͶ·ϫ.
When we're talking about legislation,	

which is what the purview of this review Committee is all about, to me that doesn't sound like a legislative challenge. It sounds like an implementation challenge. To go a little bit further into that Actually, I'll leave it at that for now. I do have a part 2 to the question. To me, it just sounds like the principal has the obligation, according to the legislation, to create the school team. Why aren't they doing it? Mr. Kreuger.	CL <sup>b</sup> dσ <sup>\$</sup> U <sup>\$</sup> PF <sup>\$</sup> Pa <sup>b</sup> b <sup>C</sup> Δc <sup>*</sup> σd <sup>\$</sup> σc <sup>1</sup> G <sup>5</sup> J <sup>C</sup> Λ <sup>5</sup> d <sup>5</sup> F <sup>b</sup> Lc <sup>1</sup> cc <sup>1</sup> <sup>b</sup> d <sup>5</sup> <sup>b</sup> <sup>2</sup> C <sup>2</sup> <sup>b</sup> Pa d <sup>2</sup> c <sup>56</sup> N <sup>6</sup> N <sup>6</sup> <sup>c</sup> <sup>2</sup> d <sup>5</sup> J <sup>1</sup> <sup>b</sup> <sup>1</sup> L <sup>5</sup> d <sup>1</sup> L <sup>2</sup> <sup>5</sup> b <sup>2</sup> 7a <sup>b</sup> b <sup>2</sup> σ <sup>5</sup> J <sup>1</sup> Å, C <sup>8</sup> P <sup>5</sup> U <sup>\$</sup> PLb <sup>2</sup> <sup>b</sup> a <sup>5</sup> J <sup>1</sup> d <sup>5</sup> d <sup>6</sup> d <sup>5</sup> S <sup>5</sup> A <sup>5</sup> b <sup>5</sup> σ <sup>5</sup> σ <sup>4</sup> S <sup>6</sup> U <sup>\$</sup> P <sup>2</sup> D <sup>2</sup> d <sup>5</sup> d <sup>6</sup> d <sup>5</sup> S <sup>5</sup> A <sup>5</sup> b <sup>5</sup> d <sup>5</sup> d <sup>5</sup> d <sup>5</sup> d <sup>5</sup> D <sup>2</sup> Δc <sup>*</sup> σ <sup>4</sup> S <sup>6</sup> A <sup>5</sup> d <sup>5</sup> d <sup>5</sup> b <sup>5</sup> U <sup>C<sup>2</sup></sup> C <sup>4</sup> L <sup>5</sup> C <sup>4</sup> C <sup>6</sup> C <sup>5</sup> <sup>5</sup> C <sup>4</sup> L <sup>2</sup> a <sup>4</sup> D <sup>2</sup> d <sup>5</sup>
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I think this speaks to the example we were citing in our presentation, a specific example that there has been a lot of input in your community consultation last night and in some of the presentation this morning, but right now, it is not enforced by the RSO with regard to CSFN. This actually speaks to our other comment on this issue and that is there has to be clarification brought to the roles and responsibilities of CSFN. Sorry, I stand corrected. The GN has not enforced CSFN to comply with some of these expectations. That is what we were referring to there. Thank you, Mr. Chairman.	<b>ἀἐᡶ</b> (ϽϞϷΠͿϚ): የϭϧͼϫϳϷ, ΔνγϭϷϹͽ. Ϸϫ ϷͻϽϥϿͼ ϷͽϿϤϿͼͼ ϷͼϿ ϒͼͷϲϫͼ ϷͽϿϤϿͼͼ ϷͼϿ Ϸ; Ϸ ϲ ͼ Ϸ Ϸ Ϸ
<b>Chairman</b> : Thank you, Mr. Kreuger. That was my second part of the question. According to the legislation, the process isn't delegated to the school team but to the commission itself, specifically CSFN. To me, when you're talking about the lack of inclusion with the classroom teacher, that's way out to left field. You've got a panel of people that are somewhat like us. If somebody came to us with a student's profile and said, "Do we pass this person or not?" We're not experts in this field. To me, the commission, although it is their desire to improve the education system, may not have that skill set on the team that they're	<b>Δ<sup>6</sup>/«ϷϹ·</b> <sup>6</sup> (ϽϞϷΛͿϚ): ʹϭͿϷʹͼͺΓϷ, ΔϷ/«ϷϹϚϷ. Δ΄, Ϲʹ <sup>6</sup> α ϤΛ <sup>5</sup> <sup>6</sup> d μ <sup>-6</sup> <sup>2</sup>

allocated. I was just looking for reinforcement on the way I was interpreting what you were talking about, maybe just a quick one. Mr. Kreuger.	ϹΔΪϷ ϽዮϲʹϤͺᡅჼϷϷϞϚͺϹʹ·Ϥ ϽዮሎϷ·ϭϚϟϽϪ··ͼʹͽϹϚͺͺϹʹϹͺͺϭϟϦͺ
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. As I said before, the relationship between the teacher and the student is vital and this is just one step further removed from that relationship. The further we get away from teacher-student relationship, the less responsive, the less adaptive, the less flexible, and the less inclusive our decisions and our results will be, and it will not be in the best interest of the child. In this case, I think it actually proves that statement, that it is not as flexible and it is non-inclusive because it is currently not involving the classroom teacher, which should be a given. Thank you, Mr. Chairman.	dżl (ϽϞϷ∩Jሩ): ͽϭͿϫͺΔϷ, ΔϷϒϘϷϹͽ. ϷͽϷϷυ Ϸϭͼηϭͽ ĊϷϭ ΔϲϞΔϷϚ ϭͰ ΔϲϞͽ Λϲ Λϲ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
<b>Chairman</b> : Thank you for that response, Mr. Kreuger. That clarifies it in my own mind.	<b>Δ•/«ϷϹ·</b> • (ጋኣትበJና): ኀdታ≏Ⴍ广 የϷႱልና, ୮ <sup>៶</sup> Ϲ dżႱ. Ճ, ጋየረฉኈራቴሮጭ>ኈ.
I would like to go back into the professional development category. On page 13 of your submission in the very bottom of the second last paragraph, it talks about employers denying leave requests by teachers to take part in professional development opportunities that are outside the PD week that is allocated within the school calendar.	Δ౯ᢣΔݢ <sup>ᢏ</sup> Δ౯ <sup>e</sup> σᠯ᠋ <sup>sh</sup> ᠺᢗÞσ <sup>*</sup> ᡗ <sup>c</sup> L <sup>b</sup> ΛႱ <sup>sb</sup> 13, P <sup>v</sup> J <sup>c</sup> c <sup>sb</sup> Ċ <sup>e</sup> Δ Þ <sup>s</sup> b <sup>sb</sup> /L <sup>v</sup> L <sup>c</sup> Δc <sup>+</sup> Δݢ <sup>c</sup> ኣσ <sup>s</sup> 𝔅Δ <sup>s</sup> b <sup>c</sup> C <sup>s</sup> LC Δ <sup>b</sup> dd Ϸ <sup>c</sup> Δ <sup>*</sup> P <sup>e</sup> σ <sup>b</sup> Ϸ <sup></sup> 𝔅σ Δc <sup>e</sup> σᠯ <sup>s</sup> σ <sup>d<sup>s</sup>&gt;<sup>c</sup></sup> / L <sup>sb</sup> dN/L <sup>s</sup> b <sup>c</sup> <sup>v</sup> C <sup>b</sup> Δc <sup>e</sup> σᠯ2L <sup>s</sup> S <sup>2</sup> Δ <sup>*</sup> P <sup>e</sup> σ <sup>b</sup> Ϸ <j<sup>e Δ<sup>s</sup>b<sup>c</sup>C<sup>e</sup><sup>v</sup>P<sup>L</sup>LC Δc<sup>*</sup>P<sup>c</sup> Δc<sup>+</sup>Δ<sup>λ<sup>c</sup></sup>.</j<sup>
One of the concerns that we heard again through the community consultation period is that some teachers are taking, I don't want to use the word frivolous, but it's the first word that comes to mind of some of the professional development that they are taking. Is there any type of guidance provided by the school or through NTA on something that is really going to further the teacher's	ఎనందించ్ రాశాలు దిగ్ పండిందిందిందిందిందిందిందిందిందిందిందిందింది

involvement, either it be in the community or to assist them in their own academic progression? Are there any parameters established through NTA? Mr. Kreuger.	᠊᠌᠌᠌ᢩᠣᡄ᠆ᡷ᠊᠌᠌ᠫᢄᡃ᠙ᡧ᠋ᢩᠫ᠆ᡠ᠋ᡏ᠘᠋᠅ᡏ᠋᠋ᠴ ᠮ᠋᠊᠋ᡏᢤ᠙ᡕ᠋᠋᠕ᡃ᠋᠌᠌ᢐᠣ᠋᠅ᢗ᠘ᡃᠣᠯᡆ ᠘᠆ᡄ᠋᠋ᠮ᠋᠊ᠮ᠔ᡄᢩᢂ᠆ᠺ᠋᠋ᡩ᠖ᡊ᠅᠋ᢑ᠅ᡣᠴ᠋ᠺ᠅᠋ᢕᡆᢩ᠅ᡔ ᠘᠆᠆ᠳᡏᢓ᠋ᡣ᠋᠋ᠮ᠋᠑ᡪᢇ᠋ᠮ᠖ᡃᢉ᠅ᡷ᠅ᡣ᠋᠘ᢗ᠋?᠋᠋᠆᠋᠋ᠶᢗ᠂᠔ᡷ᠋ᡶ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I would like to defer this question to Ms. Campbell, our Member Services Administrator, to talk about the services that we provide for professional development.	<b>ፅፇ፟し</b> (ጋኣ፞ትበJና): ፣dታ°ዉቮኑ, ΔነፖペϷርʹ፦. Ϲʹ·ዉ ዻለኈdና ጋ°σኈdበቦላLታና ኦ፝፝፝፝ጏኈሁ, ለኦናበዖበσና ዻጋΔ°ዉዖΔበናበናbናርናናር ርΔካdዻ ኦኄϷፖሊኆዉσዻኄLቦና.
Chairman: Thank you, Mr. Kreuger. Ms. Campbell.	<b>∆•୵≪⊳⊂</b> ⊷ (ጋኣ̀≻∩Jና): ናd≻°உ广், ୮ጎ୦ d之u. ୮ጎ ថ⁻>ና.
<b>Ms. Campbell</b> : Thank you, Mr. Chairman. There are actually a number of different places where definitions of what is considered to be effective professional development and there are a number of places where there are guidelines for what teachers can and can't do.	<b>ϧ·&gt;·</b> (ϽϞϞႶͿͼ): ·ϭͿϧ·Ͽϲͳͼ, ΔϞϒ≪ϷϹʹͼ. ϤϹϷϟϷʹ·ϷʹϽσϚͺͺϭϳͼϷϞϟͰϹϟͿϚ, Ϸϟ ϤϽϺͼϧͼͱϲϧͼ ϷϟͺͺϒͺϭϛϲϲϷͶϹϧϷϗͼϫͼͳϫϳϲ ϹϹͼͿϤϫϧͺͺϒϹͼϷϷͼϽϤ ϤϽͼϲϹϷͼϼϲϲϤͼͽϽϭϲ
Each teacher, before they take part in a PD activity, has to apply. When they're deciding what their activity is going to be, let's say for example, during the five PD days that we have in every school year, they have to make an application and that application describes what it is they're going to do, how that activity is going to benefit the students in their classroom, and what resources they need to accomplish that activity.	Δς\Δ Δς <sup>e</sup> σ Δς\Δ Δς <sup>e</sup> σ Δς CC Δς Δς δ Δς δ Δς Δς Δς Δ 
Those applications are submitted through an online database to staff in our office. They use the guidelines in the <i>Education</i> <i>Act</i> , our collective agreement, and further guidelines and policies set out by the Nunavut Professional Improvement Committee, which is made up of two representatives from NTA and two representatives from the Department of Education.	ϹĹϷϭϤ ϹϹႶႭϤϔϚ ϽϐϭϐϭϹϘϚϾϐϘϚ ΔϐϷϿϪϷϐͶϺϐϿϚ ϹΔϷϭϤ ϹϲႱϪϚ ϹϲϷϞϭϷϞ ϾϷϭϭϐϧ ͼϼϹͼϿϿϚ ϤϽϤႱϭϚϿ ϤͼϷϟͼϾϘϟϹϞϭϚ ϾϷϭϿ ΔϐϷϿϪϷϐͶϹ ΔϐϷϿϪϷϐͶϹ ϷϽͽ; ΔϲϐϭϤϐϿϲϲϧϷϭϭͺϳϐϽϚ

We have the collective agreement, the <i>Education Act</i> , NPIC's or the professional improvement committee's own policy book, which is available publicly online on our website. This sets out the parameters of what is approvable PD for teachers and what isn't. Further to that, when we get into resources to complete PD, there are also guidelines on what kinds of costs or resources can be paid for out of the PD fund, what can't, and what a teacher would need to pay for out of their own pocket.	Δ <sup>ι</sup> <sup>1</sup>
After the PD activity is completed, each teacher is required then to report back on how the activity went, whether or not the activity they completed will be valuable in their classroom, and maybe what resources, ideas, or experiences they have that they would share with other teachers. Thank you, Mr. Chairman.	ϹϹ°ϼͺΛϧϞ;ͽϹϷϟϹϲϚʹͽͺͿͼͺϪϲϲϧϪ;ͼͺϭϽϭ Ϫϲ·°ϭϤϚϭ·ͽϭϿͺϷϭͼϷϷϒʹͽϧͺϤϲͺͼͺϹϪ·ͼ Ϫϲ·°ϭϤϲϷʹͽϹʹͼͺͼ Ϸϟϭ·ʹϿͺϪϟϤϹϷϹͼϲϟϹϲͼͳͽϳϹͺϹʹͼ Ϫϲ·ʹϭϤϲϷʹͻϭϷϧͺϹϪϹϪϲʹͽϧϟʹϞͿ;ͼͺʹϭͿϧ·ͼϹͼ ϪʹϨϷϳ;
<b>Chairman</b> : Thank you, Ms. Campbell. I've just got a couple of more questions, and I do recognize the clock and I appreciate our next witness's patience.	<b>Δ•/ペϷϹ·</b> • (ϽϞϞႶͿϚ): ·d৮°ႭϹ·, Ϲ· ϐ·>. ϤΛ·ͽdႶͽϞϷ°σ·ͽϷϷϤϤ. 5:00-ϳʹ·ႱϷϲ·ͽϽͽ ·ͽϷϞϹ·Ͽʹ·Ⴑ, ϹΔ°ႭϿ ϷϹʹͽϷႶϥʹͽϽϥϿ·ϹϚ.
I'm looking at page 15 and it's talking about defining the school staff and it's speaking that NTA members are clearly Department of Education employees. That's GN employees, not DEA.	L<\L& 15 ▷᠖▷ᢣ᠖ᢄ᠘ ᠘᠆ᠳ᠋ᠳ᠖᠖ ᠘᠖᠋ᢧᠴ᠘ᢣ᠖᠋᠘ᢣᢑ ᡬ᠊᠋ᢐᡆ᠘ᢣ᠖᠋᠘ᢣᢑ᠋ᠺ᠅᠘ᡄᡨᡆᠺ᠖᠋ᠧ ᡬ᠖ᡆ᠕ᡄᡅ᠍᠍ᠺᡄ᠖᠘ᢣᡲ᠋᠙ᡷᡁᢑ᠙ᠫᢐ ᠘᠆ᡨᡆᠬ᠖ᡔᡅᢣᡃᡆᡄ᠖᠋᠘᠘ᡷ᠙ᡷᡁᢑ᠙ᠫᢐ
On the next page on 16, it speaks to the perception that CSFN teachers don't feel that they're part of the GN or the Department of Education. It says that they're often made to feel that they're CSFN employees.	L<ለሁኈ 16-ኈሁσ ር፟፟፟፟፟፟፟፟፟፟፟ ይሏልና ል፫፟፝፝፝፞፞ሏዮ ልድቦታዾፈዞኈዮ፟፟፟፟፟፟ር ወዲጅና ሁጄዸ፟፟፟፟፟ኇ ዾ፟፝፝፝፝፝፝፝ኇፚኇ፟፟፟፟ ይኖዲጐሮዾና፟፟፟፟፟፟፟፟፟ርና፟፟፟፟LC ዾሏልና ል፫፝ኇ፟፝፝፝፟፟፟፟፟፟፟፟፟፟ ይበL፟፝፝፝፝፝፝፝፝፝፝፝ኯ፝፝፝፝፝፝፝፝፝፝፝፝፝ዾ ይበL፟፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝ዾኇ ይበL፟፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝
I struggle to see how the mindset of a teacher working under a DEA model versus a teacher under a CSFN model can feel so different when NTA still has all	<sup>ና</sup> ხ౨∆ <sup>ւ</sup> Lσ <sup>ь</sup> dd dኦኦ⊳ <sup>ᢏ</sup> ᠭᠺ᠋ᠫᠻᠽ᠋ᡱ᠙ ᢗLʰddᠧᡙᠫdᢛᠬᡝᠫᠺ, ᠌᠌ᠺᠯᡘᡆᢖᡥ᠌ᡄᢩᢘᡗᠺᢗᢑ᠋ᠥ ᢞᡃ᠘ᠺ

these teachers under their umbrella. I'm not clear on how that differentiation exists. Mr. Kreuger.	ΔឞΓσϷ ϤϞϷϿͽϒͶͼͶϿϤͼΓͽϳϾ; ΓϞ ἀϟϧ.
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I would like to defer this question to our Executive Director, Mr. Hatch.	<b>ፅ፟ትႱ</b> (ጋኣኦበሀና): 'dሃ°உ广ঁ <sup>®</sup> , Δነፖペኦር <sup>®</sup> . ር <sup>®</sup> உ ጳለጮdና ጋ°σጮdበቦላLኑና ኦ፝፝፝፝ጏኈሁ ለናbበላጔ°ഛና, Γነር ዘፋናኣ.
Chairman: Thank you. Mr. Hatch.	<b>Δ•거ペϷϹ·</b> • (ጋኣትበJ፡): ኀሪታ°Ⴍ广ঁ•. ୮ <sup>៶</sup> ር ዘላ።.
<b>Mr. Hatch</b> : Thank you, Mr. Chairman. Currently, the <i>Education Act</i> stipulates a role for DEAs and CSFN in the delivery of education in Nunavut. Consequently, these organizations need to be supported and resourced to accomplish that. Sometimes organizations are not open to support to accomplish what they need to accomplish. Ultimately, the Minister is still responsible to ensure that these organizations carry out their role appropriately.	ΗΗ(ϽϞϷΠͿϚ): ͽϭͿϫͺϷ, Δννανό. με, Δς <sup>α</sup> σσφοςτος, σδ. Δς <sup>α</sup> σσφοςτος, σδ. Δς <sup>α</sup> σσφοςτος, σδ. Δς <sup>α</sup> σσφοςτος, δημαρικός Δς <sup>α</sup> σσφοςτος, δημαρικός Δς <sup>α</sup> σσφοςτος, δημαρικός Δς <sup>α</sup> σσφοςτος, δημαρικός Δς <sup>α</sup> σσφοςτος, δημαρικός Δεταφοςτος, δημαρικός Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Αταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Αταφοςτος Αταφοςτος Ησταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Αταφοςτος Αταφοςτος Αταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Αταφοςτος Αταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Δεταφοςτος Αταφοςτος Δεταφος Δεταφοςτος Δεταφος
One of the problems that we're noticing and we have made reference to this in our submission is that we believe a more assertive monitoring process needs to be mandated to monitor such organizations to ensure that they're achieving success. Just as importantly, a more timely mechanism needs to be available to allow the Minister to intervene, if necessary, to ensure that all GN policies and procedures, employer policies and procedures, are indeed followed to avoid the loss of number one, public trust, number two, to protect public servants, employees of the Government of Nunavut, and just as important, if not more important, to protect our clients and I mean the department's clients here, which would be the students.	Ϥ-L ϤϷϷͽʹϹϾϷϨͶϚϿͼͽϫϷϷϧϲϥϲ;, ϲΔΓϿ ΔϷͽϞͽϲϧͼϲ Δεν Δεν Δεν Δεν Δεν Δεν Δεν Δεν
The <i>Education Act</i> , in my opinion and in the opinion of NTA, is not explicit enough in outlining the powers of these	<i>᠘᠆᠋ᠳᠣᡏᢐ᠋ᡔᡄᡅᠦ᠋᠋᠋ᠴ᠘᠆᠘᠆᠘ᢐ</i> ᠈ᢂ᠆᠆ ᡆ᠋ᠴᡆ᠘᠋᠋᠋᠋ᡥᢣ᠘ᡄᡅᢩ᠋᠆᠋ᢄ᠂᠋᠋᠋ᠮ᠘᠆᠅᠘ᡔ᠋᠋ᢄ

organizations. When we're dealing with employer-like powers, the Act needs to be very specific. Even though like some HR responsibilities may be passed along to CFSN, the expectation is that a teacher who is working in their school, who is a member of the public service and an employee of the GN, would still experience the same things that a teacher would experience if they were working in a community anywhere else in Nunavut. Public servants, in particular teachers, would expect to have to carry out the same duties and adhere to the same policies and procedures no matter where you work. Unfortunately, evidence suggests that that is not the case.

Frankly, that's problematic, especially for our teachers, the public, and the students. Frankly, when we are in a situation like that, students needs need to be looked into. There are numerous examples where, let me just say, there is something amiss and I will stop there. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Hatch. I won't belabour the point, but when you're talking about any example, in this region, QSO does the hiring for teachers and the organization, CSFN, that you are just speaking of, what difference is there in the hiring practices? I know you can't give specific examples on the challenges that are ongoing right now, but how is it so different? If the HR manual, the FAA, and the Financial Administration Manual are the same, how and why does it differ? Mr. Kreuger, would you rather me go right to Mr. Hatch? Mr. Hatch.

Mr. Hatch: Thank you, Mr. Chairman.You referenced QSO and hiring<br/>practices. We're well into the month of<br/>May, pretty close to the end of the school

 $C\Delta^{b}d4 \cap \Gamma^{a} J^{b} \cap CP / L^{c}$ .  $bL\Gamma / 5b^{b} \cap C^{c} - C / 5^{c}$   $\Delta^{b}ba\Delta / 5^{b} \cap D^{c} Cd^{a}aP^{c} \cap b^{d} C^{a}a L - U^{b}$   $a\_a\Delta^{b} / CA_{a} < 5ba^{b} D^{b} L^{b} / 5^{b}$ .  $\Delta c^{b} \cap D^{c}$   $P^{c} \cap a^{c} CP / LU_{a} < 0^{b} D^{c} D^{c} / 5^{c}$   $D^{c} \sigma^{b} dCP / ? (C_{a} P \Delta^{b} \cap D^{c} / 5^{c})$   $D^{c} \sigma^{b} dCP / ? (C_{a} P \Delta^{b} \cap D^{c} / 5^{c})$   $DL^{b} \cap D^{c} , \Delta C^{c} \sigma < 0^{b} D \Delta / 5^{c} - \Delta^{b} d^{c}$   $b \cap L^{b} \cap D^{c} , \Delta C^{c} \sigma < 0^{b} D \Delta / 5^{c} - \Delta^{c}$   $b \cap L^{b} \cap D^{c} , \Delta C^{c} \sigma < 0^{b} D \Delta / 5^{c} - \Delta^{c}$  $\Delta^{c} D \Delta^{b} O D - \sigma - U^{c} L^{b} D^{c} - \Delta^{c} - \Delta^{b} - \Delta^{c} - \Delta^{c$ 

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Ηἀৎ (ϽϞϡϡͺͿϤ): ·ͼͿϧͼϫϳͼ, ϪϧϥϭϷϳͼ. ϷͼϷϫͼϷϲϫͼ ΔͼϷϫϫͼ ʹͼϷϫϫͼ ·Ϸϲϫͼ ʹϧͼ year for most of our schools in the Qikiqtani region. QSO would have, under its jurisdiction, nearly half the students of Nunavut, if not a little more, nearly half the number of teachers in Nunavut as the other two RSOs and CSFN combined. I would suspect that as of right now, as of today, QSO would be well underway with regard to hiring.

Most of the teachers would know what's happening to them for the start of the next school year. Those who are on term positions, by now, would have received a term end letter, if need be, if their term was coming to an end and there was no option for term extension. That would be complete. Teachers who would like to explore term extensions, who are in term positions, would have had an opportunity by now to inform the employer of their intent and of their wish. Decisions would have been made at the employer level, at the QSO level, as to what positions need to be term and what positions can be indeterminate for the start of the next school year.

Any vacant positions are advertised on educationcanada.com in accordance with staffing protocols for teachers. Many of those advertised positions have already been filled, yet we have a group of teachers who, at this point, have no knowledge where they stand next year. We have a group of teachers who don't know if there is a possibility of a term extension. We have a group of teachers who don't know if maybe their term position might be indeterminate. There seems to be a lack of communication.

If we're talking about other jurisdictions, whether it's the Kivalliq School Operations or the Kitikmeot School Operations, they too are well underway

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**Chairman**: Thank you for that response. I do recognize the clock. My apologies, Mr. Qammaniq. Just one final question regarding this.

When you're talking about staffing and the delegation of authority for hiring, where we have spoken to the Department of Education and other witnesses that feel that some of the delegation to DEAs, not so much on HR, but other responsibilities, some of it could potentially be looked at the department taking back under their umbrella or the RSO's. Is the HR part of the CSFN agreement, according to the Act, something that is such a concern that the legislation should be looked at in that manner? Mr. Hatch.

**Mr. Hatch**: Thank you, Mr. Chairman. Frankly, what powers, whether they be employer-like or HR, whatever we're talking about, what powers CSFN would have, for example, in my opinion, have not been effectively communicated to stakeholders, whether those stakeholders be NTA or others. I really believe there is a need for that to occur and we have requested that of the employer, of the Government of Nunavut, of the department, and we're anxiously waiting to receive that. ἀνθηανγίζενος Αξυργίας Αξύρος Αξυργίας Αξυρι

In the meantime, the employer, the Department of Education, has been made aware of concerns. As I understand it, they are looking into it and hopefully, since the employer is ultimately responsible, we hope to see things resolved and better soon. Thank you, Mr. Chairman.	ŰႭႠ Ċ°Ⴍ ΔჼჼႦႭΔჂჼჼႶናႶჂ ჼႦႦჂჼႦჼႠႦჄႱႵჼ ΔႠ°σႯჼჂႠႢჂჼႸႫႠჼჼ ΔჇĹჂႶႠჼႦჼႱና ჂႼჄჄႱჂჼႫჼ ჼႼႬჼჇჂႦႱჂႯჂჼჼ. Ċ°Ⴍ ΔჼჼႦႭႭჂჼႶႶჂ ለႠႢႯჼႦႢႯჼႦ°ႣჼႦჼႱና, ႠႭĹჼ ႠႻႵႱႠჼႦჂႱႽ ႯჼჼႼႶႯჼႦႠႦႵႫჼ ŰႭናႶႯႦႫჼႦჀჼჼ. ჼႻჂ°ႭႠჼ, ΔჼჄ≪ႦႠჼჼ.
<b>Chairman</b> : Thank you, Mr. Hatch. I appreciate the comments. I really want this time to thank Mr. Kreuger, Mr. Hatch, and Ms. Campbell for attending these proceedings and I apologize for keeping you a little longer than we had time allocated for.	<b>Δ•/«ኦር</b> ፦ (ጋኣትበJና): ናਰታ°ዺቮঁኦ, Γነር ዘላናነ. ሬႆ, ሬ°ፈ ናਰታሮናር ሲሀደላዬ Γነር ਰੇਂਂਂਹੇ, Γነ ቬኑን ጋናርኦኈ ላዛርናሪኦኈ ሬΓላፈኈ ላਰσኦσኈኣኈ ኦ«ምዮስሩኈ ላਰσኦσኈኣኦሁናበ.
I think it gives us a good perspective, especially with the detail of the submission that you provided. It gave us the ability to reinforce some of the content just to be able to understand it amongst the Committee. I would just like to give you an opportunity, Mr. Kreuger, to make a very brief closing comment. Thank you.	የረላσ ጋየረኆ፦ርናበላኈጋJና ር፦ሀላ ዹ_ኋሏሏኈበናበላጐረLላሏና በበናጐረLላሏና ኈይፈናርበሥ ላኑL ሥዴም ዹ_ኋሏሬኈጋቦላዖ°ዹኈ፝፝፝፝፝፝ዾቝ፟ዄበLኦና፟፝፝ዾዾና ቪ°ዹሮ ୮ጎር d፟፟፟፟፟፟፟፟፟ አፈናጋዖ፝፝ኌ፞ጏ፝፝፝፝፝፝ጏ፝፝፝፝፝፝፝፝፝፝ጏ፝፞፝ ዾና፟፟፟፟፟፟፟፟፟፟፟፝ዾ፝፞፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝
<b>Mr. Kreuger</b> : Thank you, Mr. Chairman. I assure it won't be as long as my opening comments.	<b>ፅቅᲡ</b> (ጋኣኦበJና): ፣d৮°ዺቮካ, ΔካረペϷርናኯ. LጋΔጭረJበቦኈbϷኦ°ሙ ርቦσኈኣϷ፟፟፟፟ት <sup>ፍ</sup> ዮናጋኈ.
Thank you, Mr. Chairman. Thank you to the Ed. Act Review Committee for providing this opportunity to the Nunavut Teachers Association to make this presentation and to provide any clarification to the questions that you had.	<sup>;</sup> ϭͿϧͺϪϧϟ≪ϷϹ;ͽͺͺ;ϭͿϧͼϲϯϲϹϷ;ͽͺϹϧϿϧ ϧͶͳϧϲͲͼͺ;ϧϹϧϫϿϲͺ;ͺ; ϫϫϫϫϫ ϲϫϫϫ ϲϫϫ ϲ
We were impressed by the depth of the questions we received and questions always indicate a desire to understand more. You paid us the compliment of having these deep questions, so thank you for that.	ౕౕంరెంటెంట్ కెరింగ్ కెంట్ కారాలు అంగాలింది లాలా అందాలింట్ కారాలు పింది లాలా అందాలింట్ కారాలు కింటాల్ కెంటాలు కారాలు కింటాలా కారాలు కింటాలు కారాలు కింటాలు కారాలు కింటాలు కారాలు కింటాలు కారాలు కింటాలు కిరిలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కింటాలు కిరాలు కిరి కిరె కిరె కిరె కిరె కిరె కిరె కి కిరె కి కి కిర కి కిర కి కి కి కి కిర కి కి కి కి కి కి కి కి కి కి కి కి కి

NTA is hopeful that the new *Education Act* that results from this process will better meet the needs of our students, and that is why we are all here as stakeholders in education. Thank you, Mr. Chairman.

**Chairman**: Thank you very much, Mr. Kreuger, and thanks again for attending this hearing. We will just take a twominute break while the next witness prepares. Thanks again.

>>Committee recessed at 16:32 and resumed at 16:35

**Chairman**: Let's get started. I want to really thank you again, Mr. Qammaniq, for coming and I appreciate your patience. We've had a couple of witnesses that we didn't expect to spend quite so much time on, but I don't want you to feel rushed. If we need to go a little bit past five o'clock, we will do so.

I wanted to publicly take the time to thank you for providing the written submission that you did. It gave a different perspective from your own scholastic achievements and I commend you for those, for one and for two, it gave a little bit more of a historical perception of the education from somebody who has recently gone through it. That was one of the reasons why this Committee wanted to hear a little further elaboration from your submission.

With that, I welcome you to make any opening comments that you may have. Mr. Qammaniq.

**Mr. Qammaniq**: Thank you. Hello. My name is Robbie Qammaniq and I am from Arctic Bay, Nunavut. bϽንትነbΠՐՆነʹ\_ጋር፦ ር፝<sup>6</sup>ዺ Δ፦<sup>6</sup>σላ<sup>6</sup>ጋ፦<sub>Λ</sub>σ<sup>5</sup> L፦<sup>6</sup> Λ<sup>1</sup>√CϷነdϧናጋላዎ<sup>6</sup> ΛΓላ፦<sup>6</sup>Γ<sup>6</sup>σ<sup>6</sup>

››ഛ₻ᲮᲮ∆°ഘ₻ጋና 16:32୮ Ხ⊀ሥᲮԺ₻ጋ∩ʻ⇒ 16:35୮

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**ჼbLσჼ**<sup></sup> (ጋኣኦበJ<sup>c</sup>): Ϛለ ჼbLσϷ≫ჼႱ Δ<ለ⊲ናჃ-ΓϷϹϷჃჼႱ \_ჲႭႴჃΓ. Thank you for inviting me to go talk about the letter I submitted to the Special Committee that is reviewing the *Education Act* of Nunavut. It is an honour to be here.

In today's hearing, I'm going to talk about four things I wrote in the letter to the Special Committee. The four things have to do with being recognized and to help the Nunavut education system.

## Recognition

I want the Nunavut *Education Act* to have a statement that recognizes the hardships that Inuit endured when the Government of Canada introduced the education system, just like the one in the preamble of the *Inuit Language Protection Act*.

In the preamble, it states, "Deploring the past government actions and policies of assimilation...that cast the Inuit Language and culture as inferior and unequal, and acknowledging that these actions...have had a persistent negative and destructive impact on the Inuit Language and on Inuit..."

The negative and destructive impact on the Inuit with respect to education also has to be recognized in the Act in order to reconcile with the past and to have a better future. Here is the reason why I want the *Education Act* to recognize the hardship Inuit endured:

The Arctic became part of Canada in 1870 and it was called the Northwest Territories. The Government of Canada neglected the territory for 80 years. The Inuit lived a traditional nomadic life until the 1940s, and then in the mid-1940s, the <sup>ᡪ</sup>dᢣᡨ᠋ᡄᡬᡃᢆ᠂᠖᠘᠋᠋ᡪᠯᢣᢄ᠆ᡆᢩ᠖᠆ᡘ᠖᠘᠋ᠮᢄ᠆ᡆ᠖ᠴ᠉ᡃᡁ ᡣᠺ᠋᠋᠋᠉᠖ᡔᢏ᠄᠖᠘᠈ᡩ᠘᠖᠘᠘ᢣᡪ᠋ᡄ᠋᠋ᡶ᠘ᢨ᠌ᡆ᠖ᠫᠥ ᠋᠋᠄᠋᠋᠙᠋᠋ᡏ᠋᠄᠋ᡔᡆᡐ᠖ᡔᡄᡅ᠊ᠦᠶ᠋᠋᠘᠆᠋᠘ᠮ ᠴᡆᢩᢁᡃ᠋ᡏ.

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C°&σ ΛΓΦ°Նισ∿υσς Ριδιν/LιLς, "ἀιLΓγΡαΠς υ&Lνσς Φιδιν/LγΥΓς Φι ιδοματικο νοματικο διδργωυ Λινσγωσ Γρσινγρας γιαστο ανρήΠορυσιαι οΔίν Λργρας γιαστο Δαδς Ριδργωυσς Δαρσς ασλγμιμς."

federal government started imposing education on Inuit by sending children to residential schools, examining how well the Inuit can do in southern schools, and building schools in the Northwest Territories.	し≪LጋናႦჾና ልርድσላሊላሊላናႦሮጭበናበLኦኈፖLሩ Δ ፖንሥታልድታጭፖናውርጭጋበንታ ኦናጋናናႦናርጭጋበና ናታ ፈ Δ
When schools were built in the newly formed communities, high school grades were not available to the Inuit, so they had to leave the communities to attend high school. Many students were denied by the parents to leave their community to pursue higher education, and my parents were one of them.	CΔLͲ ΔͲϞά· ϞϫϞϷ <sup>ֈ</sup> LC ϿႭͲͲϤϨϞႱϹʹͼϟͰϟϭ· ʹͼϤ·Ͷϭ·ͼϞϒϚ ΔͲϞႱϞϪͼ ϤϽΔͼϞϷͰϷʹϷϚϿ· ϤϷʹϲʹͼ·ϽΛ· ΡϟϤϭ ʹͼϤ·Ͷϭ·ͼϞϒϚ ΔͲϞϚϥϷͼʹͼϹϷͼ·Ͻϲ ϤϹϟϲ ϤͼϫͼͿͼʹͲͼϿͻ ϤϷʹϲʹͼͿϞϷ≪ϲϷͼϔϚϽϲ ϤϹϹͼͿͼʹͲͼϿͻ ΔͲͼϭϤϲϤͼϷͼϭͰͰϧϿϤͼͶϚϿϚ ʹͼͿϲͶϭͼϧϒϚ, ϤͼϫͼͿͼϷ ϹΔͰΔͼϷϹϷϲϷͼͱϟͰ;
If the Inuit had access to high school, many adults who are of my parents' age would have had a High School Diploma. My father felt like he was deprived of education when he was denied by his father to attend high school, so he pushed me very hard to get my education.	ΔϿΔ <sup>ϛ</sup> ϤϽΔ <sup>ͼ</sup> ϱ <sup>;</sup> Ϸσ <sup>;</sup> ϷϹ <sup>;</sup> d <sup>ϲ</sup> Πσ <sup>;</sup> Ϸͺϒ <sup>ϲ</sup> Δϲͺͺϫͺ ϤΓ͵ <sup>μ</sup> Δ <sup>ͼ</sup> ϱΔ <sup>ϛ</sup> Ϥͼͺϼ <sup>,</sup> dbΠϽ <sup>ϛ</sup> Δϲ <sup>ͼ</sup> σϤ <sup>;</sup> νͿͺͿϧϲͺϷ <sup>;</sup> Ͽ <sup>ς</sup> <sup>;</sup> d <sup>c</sup> Πσ <sup>,</sup> ν <sup>μ</sup> , Ϥϲ Δϲ <sup>ͼ</sup> σϤ <sup>,</sup> Γ <sup>ͼ</sup> ϼ <sup>,</sup> <sup>μ</sup> ϽΓσϷ͵ <sup>μ</sup> Γ«ͺμϷ <sup>,</sup> <sup>μ</sup> Ͻ <sup>,</sup> Ϥϲ <sup>;</sup> d <sup>κ</sup> Πσ <sup>,</sup> <sup>μ</sup> <sup>κ</sup> <sup>μ</sup> Δ <sup>-</sup> <sup>κ</sup> σϤ <sup>,</sup> d <sup>κ</sup> <sup>κ</sup> <sup>μ</sup> , Δ <sup>-</sup> Ϥ <sup>,</sup> <sup>μ</sup> <sup>κ</sup> <sup>μ</sup> ϤϧϷͺμϷ <sup>,</sup> <sup>κ</sup> <sup>μ</sup> Δ <sup>-</sup> <sup>κ</sup> σϤ <sup>,</sup> d <sup>κ</sup> <sup>μ</sup> .
I am sure many people suffered from the slow actions that the federal government took to govern its people in the Arctic and the harsh introduction of the education system to the Inuit by snatching children from their parents and sending them to residential schools and being denied of higher education due to lack of facilities. This suffering is worthy of recognition in the <i>Education Act</i> .	<sup>5</sup> dc <sup>*</sup> f <sup>-</sup> c <sub></sub> c <sup>5</sup> <sup>+</sup> b dF <sup>2</sup> ΔΔΔ <sup>c</sup> b&L5 <sup>5</sup> b <sup>-</sup> d <sup>c</sup> <sup>2</sup> <sup>b</sup> bΔ <sup>2</sup> σ <sup>*</sup> bσ <sup>c</sup> Δb <sup>2</sup> G <sup>2</sup> C
Improving Nunavut's education system	ዻ፞ኈ <b>፟ዸ</b> ዮዻ፞፞፞፞፞ኯዸኇኈ ፞ዾቒ፝፝፝፝፝ዾጜዾ፝ዾፚኇዸዸ
There are three other things I want the legislature to add and they have to do with improving the education system in Nunavut.	Λ∿ႱሥbϭϷၬLϹ LϲႱჼℾና Δϲ͵ᢣϷჼdᢣჼႦ. ϹჼdϤ ΛϷϟʹͼϲϝϹϷႱϟჼͱϽና Δϲ·ϐϭϤჼϭ·ϳʹ ϼͼ͵͵Ϸͱͳ.
I went to grade schools in the Northwest Territories and Nunavut my entire life and graduated in 2001, and then I went to	ద్రారాష్ట్ర స్లాస్ స్లింగ్ సిల్లా స్లాస్లు స్లాస్లు స్లారాష్ట్ర స్లాస్లు స్లు స్లు స్లు స్లు స్లు స్లు స్లు

university and graduated with a Bachelor of Science Degree in Biology. Finally, I completed teacher's college two years later. Also, I have been teaching Inuit adult learners for four years in various places. Having gone through school in the territories and through the southern post-secondary education system, I have come up with some ideas on how the education system could be improved in Nunavut.	¿ͺͺϚϽჼჼϞʹϐͰͿϤͺͺϷʹჼϿʹ·ႱͺʹϐϚႶʹͼϲʹϔ ΔͺϲͺʹͽͱʹϳϨͺϹͺϿʹ·ͺ Δͺϲͺͺϫͼ; ΔͺͼͺϫϿͼ ΔͺͼͺϫϿͼ ΔͺͼͺϫϿͼ Δͺͼ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
There are three things that I want the government to do to make high school education more efficient for Inuit and they are:	᠕᠋᠋ᠳᡅ᠘ᢗ᠆ᡬᡃᢐᡰᡏ᠘᠙᠘ᡃᠣᢪ᠊᠌ᠴ ᠋᠋᠋ᠳᠣ᠘ᡊ᠊ᢂ᠋᠖᠆ᡩᡆ᠘᠘᠆ᡩᠣᡏ᠋᠖᠘᠆ᡩᠥᡏ᠖ ᡄᡃ᠘᠔᠂ᠳ᠋᠋᠆᠕᠘᠕᠆᠆᠘᠆᠘᠘᠖᠋᠘᠘᠅᠘᠘
<ul> <li>Having access to academic courses;</li> <li>Visiting post-secondary institutions in the south; and</li> <li>Using animals as learning tools.</li> </ul>	<ul> <li>CLbdd 402°ฉฺ๎ჂႶႦ ՃႠ<sup>®</sup>ჾჃჼႦႱჂჾႦ;</li> <li>ჼႦჂჂႩႷ ჂჿჽႶႦႦ ჂႦႦ ჄႺႷჂႦႱჽჽႦჾ &gt;ċჀჃႪჂჼჂႶႦ; ჃႾჂ</li> <li>40ჼჂႶႷ ኦႾჃჽႷ ჾჼჄႶႷ ՃႠჼჾჃჇႶႶჂႶႷ.</li> </ul>
When I was in high school, I took only academic courses and graduated in Arctic Bay, Nunavut. Academic courses like English 30, Biology 30, and Math 30 are the courses that will qualify you to enter university and colleges. Throughout my high school studies, there were only five or six of us taking these academic courses. Because a majority of the high school students were in the general stream, academic students did not have many resources and did not have very many options to take grade 12 courses. Unfortunately, Physics 30 and Chemistry 30 courses were not available to the students when I was in high school.	Δ - <sup>e</sup> σ 4 <sup>s</sup> & 4 <sup>k</sup> Δ - <sup>e</sup> σ 4 <sup>s</sup> h · <sup>k</sup> <sup>s</sup> b · <sup>s</sup> b · <sup>k</sup> <sup>k</sup> · .
I met the minimum requirements for a High School Diploma in Arctic Bay and then went on to Peterborough, Ontario's Trent University. Prior to my high school graduation, I lived only in the north. I did not have much experience in the south before I went to Peterborough, so I had to	ĊჼdϤ በየርኦቦϤႠና በየJჼႭϲኦჼჼርჼႦ ΔናለፈናጚΓ ርΔLΔίLና ሕር>ʔ ϤჼበϤሊϷ ϟϲናጋჼነናልፈቇን°ႭჼϟϲϷჼንንኄ Δሮ՞σፈናσϲϷჼነበ°ႭჼႱ ኦየኦჼርჼንΓ የረፈσ ቃႭჼႦϲϷናL ϤίLͻ ኄናኌሲϭϲϷჼነረናረናႭኄႱ ኣσፈσ ሕር>ʔ. ርΔLΔίLና

learn to live in a city. I had to adapt to urban life and to the amount of work that a university student is required to complete their studies.	ᠴ᠌ᡅᡄ᠆<ᢂᢣᡃᠣ᠘ᡠᢉᢦᡃ᠋ᢣ᠋᠅᠘ᡄᢉᡏ᠋ᡃ᠋ᡃᠥᡄᢂ᠋᠅ᢧ ᡧᡃ᠋᠋᠘᠊᠋᠋᠋ᠴ᠘᠆ᡩᡄᢉᡏ᠋᠋᠋ᡗᡃ᠖ᠰ᠅᠘᠘ᡠᠨ᠋᠂ᠴ ᠕ᡄ᠋ᠬ᠄᠖ᡃᢗ᠋᠋᠋᠋᠋᠋᠋᠋ᠫ᠅ᡁᠴ᠘᠆ᡩᠦᡏ᠋ᡃᠺᡥᠦ.
In the first year, I did not do so well in my studies because of my competence and because I wasn't prepared for post- secondary education in the south, so I decided to go back to high school before returning to university. In the springtime, I got accepted to a high school in Peterborough, Ontario that offered courses in the summer. I took grade 12 physics because I knew it was not going to be offered in Nunavut.	
Then in the fall, I went to Rankin Inlet to take some more high school courses. After one year of high school in Rankin Inlet, I went back to university and having experienced a year of post- secondary education in the south, I felt much more confident to finish my university studies.	ϷϼϤϧϧϿϲͽͻϽͿͺϸͼϼͼ;ϳϲϲϷͼϹϫ ΔϲͼϭϤ;ϗϥͻͼͺ Δϲͼϭϥ;ϗϤͻͼͺ Δϲͼϭϥ;ϧϤϲϧ; Ϥ;; ϲϲϿͼ; ϫϲϲϿͼ ; ͼͻͼϥϧϧϧ Ϸ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ ϫ
At Trent, I studied biology and took various courses to learn about living organisms. We used different kinds of animals or organisms to study living beings and discarded the corpses immediately thereafter. It was often difficult for me to use animals as learning resources because when I was young, I was told to respect animals by refraining from killing animals or abusing them for no reason.	CΔbσ ረር፡ጋჼჼኣናልኊር ጋናትና Δሮዮσላሪኦჼን ኦኒቲሮሲσናፑ ላንትሶጭዮርጋσ, CLካሪታ ኦኒትጋታናσት. CLካሪላ ናቴኦትናቅጋቦና ላዛሬጋ ጋናሪተልራና CLካሪላ ኦኒቲልና Δሮናናናሮላንተበቦናጋቦና Δሮናናናሮላህበቦሪኦჼንሮቴ Γዮተበናጋኊሁ Δኮለቦታኦናረፋናሪታኦረጊዬኒር CLካሪላ ኦኒቲልና, ጋናሪናጋልኄ፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝
The Inuit have a unique opportunity to use the living organisms as living tools because of the way they treat animals and how the carcass is used. The education institutions in Nunavut could utilize these values to learn about biology and the Inuit way of life, like clothing making. The students could use animal carcasses	ΔـລΔ <sup>ϵ</sup> Λ& <sup>ϧ</sup> \՟b <sup>ϵ</sup> በዻና.ጋላ <sup>ና</sup> LC Δ <sup>Ϛ&lt;</sup> < <sup>-</sup> Ϛ⊲Jበ <sup>6</sup> bʔ <sup>°</sup> ዉ <sup>-</sup> ጋበ <sup>6</sup> CL <sup>6</sup> dσ <sup>°</sup> bL <sup>4</sup> <sup>1</sup> dበʔ-ͻ۶ <sup>5</sup> σ <sup>6</sup> . <sup>6</sup> bu <sup>6</sup> CL <sup>6</sup> dd bL <sup>4</sup> Δ <sup>ϵ</sup> dϽ <sup>6</sup> <sup>6</sup> C <sup>6</sup> σ <sup>6</sup> <sup></sup>

as learning tools before the animal is distributed for consumption and the skin for clothing use.	ϪϹ <sup>ͼ</sup> ϭϤϨϹϷͿ <sup>ͼ</sup> ϥ;ͿϹ ϽϭϷʹͼϷϷϹϷϲϷͼϞϹͼϭϞϹͼϭͼ ϭͼϿϳϲϷϨϹϷϲϷͼϞϹͼϭϞϹͼϭϿ
The Inuit did not start using the writing system until the 1900s. They are just beginning to get adapted to the way of learning. Instead of learning only from the books, if the students could use physical objects that actually come from living organisms in an ethical way, then they will learn much better in the science courses. Community members would also benefit by receiving the meat and the skin from the schools.	ĊŀdϤ ΔΔΔ <sup>ϛ</sup> ϤϽϲϲϷ <sup>ͼ</sup> ϔ <sup>ρ</sup> <sup>μ</sup> LC ՈՈϚΡՈ <sup>ϧ</sup> ϧσ <sup>ϧ</sup> 1900 Ρ/Ϥσ ϤϽϲ <sup>ͼ</sup> ϧ <sup>Δ</sup> Γ <sup>,</sup> ĊŀdϤ ϤϽϲ <sup>·</sup> <sup>ϧ</sup> < <sup>ζ</sup> ϲͺϤϲϲϷ <sup>;ϧ</sup> Ͻ <sup>ς</sup> Δϲ <sup>-</sup> < <sup>ζ</sup> ϲͺϤ <sup>μ</sup> <sup>α</sup> <sup>,</sup> σ <sup>κ</sup> <sup>σ</sup> <sup>5</sup> Δϲ <sup>-</sup> ϽΔ <sup>°</sup> α <sup>2</sup> <sup>,</sup> σ <sup>3</sup> <sup>,</sup> σ <sup>1</sup> <sup>,</sup> Δc <sup>-</sup> <sup>δ</sup> σ <sup>4</sup> σ <sup>ε</sup> <sup>,</sup> <sup>1</sup> <sup>,</sup> Δc <sup>-</sup> <sup>6</sup> σ <sup>4</sup> σ <sup>ε<sup>3</sup></sup> <sup>,</sup> <sup>1</sup> <sup>,</sup> Δc <sup>-</sup> <sup>6</sup> σ <sup>4</sup> σ <sup>-</sup> <sup>1</sup> <sup>,</sup> <sup>1</sup> <sup>,</sup> Δc <sup>-</sup> <sup>6</sup> σ <sup>4</sup> <sup>,</sup> <sup>1</sup> <sup>,</sup> <sup>1</sup> <sup>,</sup> Δc <sup>-</sup> <sup>6</sup> <sup>3</sup> <sup>,</sup> <sup>1</sup>
As a result of these experiences, I want the Nunavut <i>Education Act</i> to include three other things and these are:	ርΔLΔ <sup>L</sup> Lና CLbdd ኄኮኦረLታቴ Lඌጋቦና, ഛቋቃና <i>Δሮ°σď₻ጋሮኪσናJና LলႱኄႱ</i> ΔፎሮኦበናበናdႱbd ለኄႱረሙ ላረኈቦ°σቴ:
1. There should be a program for high school students to visit post- secondary institutions to learn to live in the city so that they can be more successful when they go to college or university in the south. Also, they could have something to look forward to after they graduate from high school.	1. ᠘᠆ᡨᠣᡏ᠋ᢀᡴᡗᠬ᠈ᢣ᠋ᡣᢗ᠋ᡃᡠᡅ᠋᠍᠆ᡔ᠌ᢣᠴᡏ᠅ ᠘᠆ᠳᠣᡏᢌᡏ᠌ᠴ᠂ᠳ᠘᠆ᡩᠣᢋ᠋᠋᠄ᠳᠴ᠖ ᠘ᡠᠾᠡᠯᡆ᠋᠆ᡆᢩᠮᡶ᠅ᢆᢗ᠂᠋ᡃᡉ᠆ᠴᡈ᠋ᡗ᠂᠌ᠣᡆᢩ᠅᠘ᡨ ᠘᠆ᡨᡆ᠋᠋ᠬ᠖᠊ᢋᢄᡶᢣᠴ᠋᠘᠆ᡩᠳᠺᡬᠥᠥᡌᠬ ᢂ᠆ᡁ᠘ᠳᡏ᠖᠘᠆᠖ᡷ᠋ᢤᡗ᠋᠄ᢣᠺ᠖᠘᠋᠕᠂
2. For those who are in the academic stream in Nunavut, which might be only a handful of them, should be able to have the option of taking grade 11 or 12 academic courses. The government should set up an optional summer school that will give the student more choices to take grade 12 courses. Instead of having summer school in each community, the academic students could go to Iqaluit, Rankin Inlet, or Cambridge Bay, depending on where they live to take high school courses in the summer. That way, when the students graduate, they can have a better	<ol> <li>CLbdd Δc<sup>+</sup>σd<sup>5</sup></li> <li>CLbdd Δc<sup>+</sup>σd<sup>5</sup></li> <li>CL<sup>5</sup>α<sup>4</sup>C<sup>1</sup>LC Δc<sup>-</sup>σd<sup>5</sup></li> <li>Cbd<sup>5</sup></li> <li>Cbd<sup>5</sup></li> <li>Cbd<sup>5</sup></li> <li>Cbd<sup>6</sup></li> <li>Cbd<sup>6</sup></li></ol>

chance of being accepted into universities or colleges and be able to successfully complete their studies.

3. Inuit have long practised care for the land and the animals. The respect for the land and its inhabitants is still remnant in today's society. High school and college students could benefit from this cardinal rule. By using animals as learning resources instead of killing animals just for the sake of learning like southern institutions do, Nunavut schools should be allowed to use animals as learning tools before they are distributed to the local people for consumption and clothing use. Nunavut students would be able to better understand the textbook content if they use actual physical objects to accompany their learning.

We need to invest in our children's education because they are our future. More specifically, we need to give them the highest quality of education before they can go off to study post-secondary courses within or outside of Nunavut. If we want them to have a better future, we need to educate them properly so we can have a better territory. We are suffering from poverty and lack of housing. We can overcome these issues by getting education.

Thanks to my father's continual encouragement and my parent's support, I was able to get my education and job and stand here in front of you. I hope what I presented here will be considered when the *Education Act* of Nunavut is being amended. Thank you for your time to listen to me. That's all that I have to say. Δ Δ Δ <sup>c</sup> \<sup>sh</sup> P<sup>2</sup>/L<sup>b</sup>LC < ddσ < Δ<sup>s</sup> Δ α σ
 D L<sup>2</sup>σ<sup>1</sup> Δ <sup>c</sup>> J /<sup>c</sup> (Π < <sup>sh</sup> D)<sup>c</sup> Δ
 Δ α Γ P C<sup>b</sup> (P<sup>2</sup>σ<sup>c</sup> Δ). CL<sup>b</sup>d < <sup>sh</sup> D > L<sup>2</sup>/J<sup>b</sup> (D<sup>2</sup>)<sup>c</sup> (

<b>Chairman</b> : Thank you, Mr. Qammaniq. I think all of us want to see the highest level of quality of education for all Nunavummiut. Like I said earlier, I am sure your parents are very proud of you.	<b>Δ°7«ϷϹ·ͽ</b> (ϽϞϞΛͿϚ): ·ϭͿϧͽϫϹϳͼ, Γ·Ϲ ·ͽͰϭͼ. Ϲϭ; ϲϭͽϲϫ ϫͼϫ ϲ ϲ
Any questions? Ms. Angnakak.	⊲∧ <sup>ւ</sup> вd∩ь∽∆ LГ⊲ഘ<sup ւв, ୮ <sup>,</sup> ⊲৾ঀ৾ড়৳ <sup>៲</sup> ₽.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Welcome. I think your achievements and dedication should be a role model to other students. We have a real low rate of graduation. I'm wondering: what are your ideas? What are your thoughts? How can we help more Nunavummiut graduate? How do we get students to keep going when it gets tough and not to give up? How can we get parents to really push their children to go to school like your dad did? How can we get the community involved? Maybe you have some thoughts on that. Thank you, Mr. Chairman.	<b>Ϥʹ℄Ϸϧ·</b> Ϸ (ϽϞϷͶͿϚ): ʹϭͿϷʹͼͺΓϷ, ΔϷϒϘϷϹʹϷ. LΓϤͼͺ <sup>5</sup> Ϸ. ϹϷϭͿ ΔϹ <sup>-</sup> ϷϭϤϚϭͺϽ <sup>6</sup> ͼͺ <sup>5</sup> ν/LϷͶϚ ΛͿLϷͶʹͻ ϷϚϽͶϚͶϚϚϤϘϷϞLϹ Ϥϒ <sup>6</sup> ϼϚ Δϲ <sup>-</sup> ϭϭϳ <sup>5</sup> Μͺϼϛ CL <sup>6</sup> ϭͿ Δϲ <sup>-</sup> ϭϭϥϚϭϚϚʹϲϭϥϚ Ϸ <sub>Δ</sub> <sup>6</sup> <sup>4</sup> Γ <sub>-</sub> ͻϥ <sup>5</sup> LC. <sup>5</sup> Ϸ <sub>Δ</sub> <sup>5</sup> Δ/LΓ <sup>5</sup> δ <sup>5</sup> <sup>6</sup> <sup>5</sup> ΔϷϞϷ <sup>5</sup> ϭ <sup>2</sup> <sup>6</sup> <sup>2</sup> <sup>4</sup> <sup>1</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> ΔϷϞϷ <sup>5</sup> ϭ <sup>2</sup> <sup>6</sup> <sup>4</sup> <sup>2</sup>
<b>Chairman</b> : Thank you. Mr. Qammaniq, just wait. There is a red light that will come on there.	<b>Δ•/ペϷር</b> ጭ (ጋኣትበJ <sup>ϛ</sup> ): የժታ°உቮ፞፞፟፟፟፟፟፟፟፝ . ୮ነር የbLσ <sup>ጭ</sup> , ርΔL ΔΡ <u>֊</u> ኈሁ <del>ረ</del> ኈ σ <sup>֊</sup> ሮን°ዹኈ፞፞፞፝፝፞፞ኯጏልና.
Mr. Qammaniq: Thank you, Mr. Chairman. Thank you, Pat, for the question. The one thing that has kept me going to finish high school, university, and college was to have a goal in mind and I gave it every effort I had in order to graduate from them. I think that many Inuit or many students really have no sense of direction. They started school when they were five and they have been going to school all of their lives. I think they kind of forget the bigger picture. It is very sad that these students spend	<b>'bLσ</b> <sup>•</sup> (ϽϞϷΛͿϤ): 'dϷ° ΔΓϷ, ΔϷΖ «ϷϹϷ. ϤϤ 'dϷ° ΔΓϷ, <', ϤΛΛ ϚϹϚልϚ. ϹΔL bϞ/ μ μ το δ
their whole lifetime going to school only end up to quit or drop out. They wasted their whole lifetime and produced	ᢂ᠋ᡆ᠋ᢛᠫᡶᠴᢦ᠋᠋᠋ᢁ᠋ᢗ᠘᠋᠋᠋᠘ᡄᢩ᠈ᡥ ᠘᠆ᡨᠣᢦ᠋ᢩ᠈ᡥᢣᡣᡅ᠘ᡠ᠋᠋᠖ᢗ᠋᠋ᡗ᠘᠘ᡠᠨ᠆᠋᠋᠋᠘ᡬᠴ᠉

nothing. If we want a better future, we need to help our children get an education and parents need to work really hard so they can have a better future.	ϹΔĹϷ ᡤᠴ᠄ᡃᠣ᠋ᠴ᠘᠆᠆ϷϚႶϷ᠂ᢣ᠌᠀᠊᠋᠋ᡔ᠋ᢦᢣ᠋ᡪᡃᡉᡝᠦ᠋᠋᠉ᢣ᠋ᠺ᠘ ᠘᠋᠋ᠦᡶ᠋ᠽ᠍ᡏᡃᡦᡆ᠋᠋᠆ᡏ᠖ᡔ᠋ᠺ᠋ ᠘᠆ᠳᡆ᠋᠋᠋᠋᠋ᠬᡄᢄ᠘᠋ᢩ᠘ ᢣ᠀᠊᠋ᢧᢑ᠋ᢣᠺᠯ᠋ᢒᠮᡆ᠋᠁ᠺᢄᡁ᠘
We are suffering from high prices, from social illnesses and mental illnesses. That should be our motivation to get a better future. I hope that answers your question.	ᡧᡃ᠋ᡝ᠋ᡷᡃᡪᠾᡄ᠋ᢗ᠋᠘ᡃᠳᡅᢩ᠉ᡃᠾ᠂ᠳ᠋ᡃᡠ᠂ᡏ᠋᠋ᡏ᠙ ᠙ᠡ᠘ᡩᠴ᠂ᡠᠦᢦ᠋᠋ᡝ᠋᠋ᡠᢗ᠉ᠫᡄᠴ.᠙ᢂᢣᠺᢂᢟᡕ᠘ᡤᡃᠠ᠋᠋᠉ᡃᡁ
<b>Chairman</b> : Thank you, Mr. Qammaniq. Ms. Angnakak.	<b>Δ•/≪ϷϹናゅ</b> (ጋኣ̀ኦ∩Jና): ናd৮°உ广ঁ <sup>ϧ</sup> , ናbLσና <sup>ϧ</sup> . ⊲ናჲჾႦ <sup>;ϧ</sup> .
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thank you for your response. I'm wondering if you can tell me a little bit more about your thoughts on how we can get more parents motivated to push their children to go to school and for parents to get, perhaps, that bigger picture that you were saying. It really starts at home, getting kids off, like what your dad did for you. How did your dad recognize it where maybe some other parents don't? What was the difference do you think in your mind? Thank you, Mr. Chairman.	<b>ϤʹϤ·Ϸϧ·</b> (ϽϟϷͶͿϲ): ʹͼͿϷʹϿϹϳϷ, ΔϷϒϘϷϹͼ. ϤͰ ΡϷϧϐͺϧ ͼͿϷͽͺϲϳϷ. ϷʹϷϷͶͿͼϫͼϿϲϗϷϫϧ ΔϲͿͼϧ Δϲ; Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
<b>Chairman</b> : Thank you, Ms. Angnakak. Mr. Qammaniq.	<b>Δﻪ/≪ϷϹናゅ</b> (ϽϞϞ∩Jና): ·dᢣ°Ⴍ广ϧ, Γ៶ ⊲ናႭჾႱჾ. Γ៶Ϲ ናႱLσ <sup>ͺϧ</sup> .
<b>Mr. Qammaniq</b> : Thank you. How my dad recognized that I needed education was that our way of life was changing. We were no longer living on the land. He knew the only way I can succeed in the future was to get my grade 12.	<b>ՙᲮ上ơ՞</b> ৬: ՙdᢣᠲᡆᡤᡃᢆᡰ᠂᠘ᠲᡆ᠆ᡧᡬᢗ᠋ᡶ᠂ᡃᡃᡌ᠋ᢩᠣ᠅ ᠘᠆ᢣ᠋᠋᠋᠅ᡝᡄᢂᡩᡄ᠘᠘᠆ᡨᠣᡆ᠋ᠺᢦ᠋ᡃᢐᡝᠥᡪ ᠴᡆᡄᡪᡄᡠᠡᠲᡠᡄᢂᡩᠧ᠋ᢗ᠘᠘ᠲᡆ ᠆ᡧ᠋ᠬᠦ᠋᠁ᢣᡠ᠆᠋᠅ᢣᢗ,᠘,ᢗ᠘᠘᠂ᡘ᠌ᢁᠳᡃᡪᠮᡃ᠈᠋ᠻᡟᡆᠦ ᠈ᡩ᠑᠋ᠯᡩᠨᡆᢪᡆᡄᡅᡪ᠘᠋᠋᠋᠋᠋ᡬᡃ᠋ᢐᡆ᠘ᡃ᠋ᠶᡃ᠖ᠻᠡᡆ᠌᠌᠘᠋᠘᠋
I think how parents can do that is to wake up in the morning every day so that children can go to school on time and be there every single day from day one until the end because it's really important for them. From what I know in biology, animals take care of their offspring until they can successfully live in the world.	<ul> <li>۵, CΔL ላጐሁላዀ፟፟፟፟፟፟፟ כַבַרַבַרַבַרַבַרַבַרַבַרַבַרַבַרַבַרַבַ</li></ul>

We too should do the same. Growing up, children want to go to school just before they're five and they want to be kindergartners. They have that passion and they have that motivation. That should be used throughout their lifetime.	ϹΔൎLϤϡΔϐϫϐ ΛΓϤϐϲϷϐϽͿϤ ϹΔϐϭϤ ΔϹϐϭϤͰͿ; 5-ͿϤ ΠΡϲϷϚϺͼϹΔͺϷ ϐ;ϐͼϲͼϲϲ ϐ;ͼϲ;
Children should be overseen until they graduate instead of just letting them be like if they want, in springtime, they can just go out. My father didn't let me go out hunting or camping because that's what I really wanted and he said, "No, you're going to school. You're not going to miss anything." His sole purpose was for me to get an education. Thank you.	ϹΔĹ ۥ/₽ۥϟͼ <ჼჼ₽ᢣϷናႶ⊲Ⴂ⊲ჼႦჼჼႱϹ ΔϹ <sup>ͼ</sup> ϭϤϚϭϲͺϷჼϺ <sup>®</sup> ႭϹ·ͺϤϹϹLϿ <sup>®</sup> ϭ· ϭჼႮႭ;/ቦϭჼჼႶჼႦናϹϲϷ <sup>ͼ</sup> ʹͲ·Ĺ <sup>®</sup> Ⴑ, "ΔϹ <sup>®</sup> ϭϤͺϭჼϭϤϚϭϲϔͺϪ, Ϲ <sup>®</sup> Ⴍ Λ <sup>;</sup> ;;ʹϿϤͺϲϷჼLͿ ϪϹ <sup>®</sup> ϭϤʹϭͰϭ <sup>ͼ</sup> . ʹϭͰ <sup>®</sup> ႭϹϷ.
Chairman: Thank you. Ms. Angnakak.	<b>∆⊳୵≪⊳⊂ና</b> ∙ (ጋኣጉ∩Jና): ናd≻°உ广். ୮ <sup>,</sup> ⊲ናჲ৽Ⴑና⊧.
<b>Ms. Angnakak</b> : Thank you. There has been a lot of talk about the <i>Education</i> <i>Act</i> , obviously because we're doing a review and we have gone to different communities. We have quite a few submissions here and one of the big issues is language of instruction.	<b>Ϥ·௳৽ϧ·</b> ͽ (ϽϞϡϡϽͿϚ): ·ϭͿϧͼͺϹϷ. Δ <i>ϹͺͼϭϤʹϭϲϲͺϭ·;ʹͿϚͺΛ·ϭͿϧ</i> ·;ϞϤͽ Ϲͼͺ ·ϼϹͱͻͺͼͽϹͱͺϭͼ;ʹͿϚ <i>ͺΛ·ϭͿϧ</i> ·;Ϟϭ ͼϲͺ Ϸ;Ϸϲ ϲͺϫ Ϸ;Ϸϧϫ Ϸ;ϷϧϞ ϲ Ϸ
In some of the communities we went to, we were told that it doesn't matter if there is no Inuktitut. Make sure you have English because you need that to go to high school. In other communities, they wanted a bit of both or make sure we have both, but have a focus on English. Then in another community, they want all Inuktitut, English is way over there, and in fact, they want more hunting, more culture, and more of that kind of thing.	Δε <sup>%</sup> Γ <sup>°</sup> Δα <sup>÷</sup> <sup>°</sup> Ρ< <sup>6</sup> <sup>°</sup> Ρ< <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>°</sup> Δα <sup>6</sup> <sup>6</sup> <sup>°</sup> <sup>°</sup> <sup>°</sup> <sup>6</sup> <sup>°</sup> <sup>6</sup> <sup>°</sup>
You know, because you have gone to university, what the expectations are in terms of core courses. It's a very complex issue, I think, for the Department of Education to really address because the needs vary so much. Knowing because	<sup>ና</sup> ዕይትLしልና ረረናጋኣናልኦረላጋና ኦረረኦጭረLረና σናየኦዮσናክናልና ርΔኦሪላ Δሮዮσላናσሊረኦጭርበና ለናጋቦና. ለኦናσዮቦናጋላኌዀዕ፞ዀጋዀ ርLዮሏ Δሮዮσላዀጋলኪኦታሪና ለলኪኖልኈሁዮጋና ኦናክኦፖሊኦኦኦናየላኈሁ ላኦሶዮቦጋናረላኑLቢላጋዮσና ርL°ዉ ΔረLቦኦኦኑLና. ላኑLጋ

you went to university, what's your feeling on that when a community calls for more IQ and more Inuktitut speaking? That's very important. We live in Nunavut and a lot of people speak Inuktitut and people are very concerned about the language dying. What are your thoughts about that, you know, having to balance everything? Thank you, Mr. Chairman.	<ul> <li>Υ- (- Ο) (- δ) (- δ)</li></ul>
Chairman: Thank you. Mr. Qammaniq.	<b>Δ•୵≪ϷϹ·</b> Ϸ(Ͻ <sup>ϳ</sup> ኣት∩Jና): ·dᢣ°Ⴍ广Ϸ. ΓʹϹ ·bLσ·Ϸ.
<b>Mr. Qammaniq</b> : Thank you, Mr. Chairman. Thank you, Pat. I think there should be a balance of both Inuktitut and English. I met many European people who know how to speak five or six languages and still have a very good education. I think we can achieve that too here in Nunavut with respect to Inuktitut and English. I grew up speaking in Inuktitut and I'm fluent and I still got my education. It's very achievable to learn our language, Inuktitut, and complete high school at the same time.	<b>'bLσ<sup>•</sup></b> (ϽϞϷΛͿϤ): ·ϭͿϧͼͺϳϷ, Δνγ≪ϷϹʹϷ. Δ <sup>-</sup> ͻ≪ͺϿ·ϐϧ <sup>-</sup> νμλα( <sup>-</sup> διδ <sup>-</sup> ά <sup>-</sup> Υ <sup>-</sup> C) ΔΔ <sup>-</sup> Ϥ <sup>-</sup> <sup>-</sup> δ <sup>-</sup> δ
I think it's also important that Nunavut students should be prepared for university and college because there is a lot of work that is required to do. It felt like I was a full-time student where I had to work on my coursework 24/7. If I had known that in high school, I think it would have helped if I had a lot more homework.	Ρ/Ϥσ·ϹϷ΅Λʹ;ϞϤʹϞͿʹͼͿϽΡ·ΓϷϚ ϼͼ͵Ͽ·ΓϷϹΔͼ Δϲ·ͺϞͽʹϦͼͺϟϲͺͼϽͺϧʹϐͼϞϤ·ͺͿϤϭϭʹͼϭ·ϚͼͺϽϚϸʹϐ·϶Ͻ, ΛϲͺͺϤͺͺϞͺϞϤϚͺ϶ʹ·϶ͺͿͺΡ;ϤϭϭϷ·Ͱͺͼ. ϹΔͰΔʹϐͼϹϲͺϷʹͼϟͰͺͰ ΔʹͼϷͼͺΔϳϞʹϲͺͼͺʹϐͼϹϲϷʹͼϟͳϤͿͼʹϐϷϹϹϲϤϤϲ ͽͼʹϞͿϤϭ;϶ʹͼϚͺΔϲͼϭϥʹϐϤ϶·Γ϶, ͰͼͿϤ ϤʹͼϒϷϽ;ϧϧ
Balancing, I think, is achievable because I took grade 10, 11, and 12 Inuktitut courses and those courses helped me to be able to translate in Inuktitut and learn vocabulary that I hadn't learned before. I think we can have a balance.	<ul> <li>点、Δ<sup>2</sup> → ペンベトム<sup>6</sup> dr/Lt<sup>6</sup> a<sup>36</sup> c<sup>35</sup> </li> <li>ベ<sup>6</sup> σ c<sup>-</sup> 10, 11, 12 ΔΔ<sup>2</sup> (Π)σ<sup>2</sup></li> <li>Δc<sup>6</sup> σ </li> <li>Δc<sup>6</sup> σ </li> <li>Lb<sup>6</sup> r/LbL </li> <li>L </li> <li>CLL </li> <li>CLL </li> <li>CL<sup>6</sup> σ<sup>3</sup> b<sup>6</sup> - 3</li> <li>CL<sup>6</sup> σ<sup>4</sup> - 3</li> <li>CL<sup>6</sup> σ<sup>4</sup> - 3</li> <li>CL<sup>6</sup> σ<sup>4</sup> - 3</li> <li>CL<sup>6</sup> σ<sup>4</sup> - 3</li> <li>CL<sup>6</sup> σ<sup>6</sup> - 3</li> <li>CL<sup>6</sup> σ<sup>4</sup> σ<sup>4</sup> - 3</li> <li>CL<sup>6</sup> σ<sup>4</sup> σ<sup>4</sup> - 3</li> <li>CL<sup>6</sup> σ<sup>4</sup> σ<sup>4</sup> σ<sup>4</sup> σ<sup>4</sup> σ<sup>4</sup> σ<sup>4</sup> σ<sup>4</sup> σ<sup>4</sup></li></ul>
Chairman: Ms. Angnakak.	<b>Δຩ୵≪ϷϹ<sup>;ϧ</sup>:</b> ୮ <sup>៶</sup> ⊲ჼႭ <sup>ϧ</sup> Ϧ <sup>;ϧ</sup> .

<b>Ms. Angnakak</b> : I have one more question, Mr. Chairman, and that is: if you can paint the picture of the new <i>Education Act</i> , what would be your number one priority within the Act? Thank you, Mr. Chairman. It's my last question.	<b>ϤʹϤϷϧ·Ϸ</b> (ϽͺϤϷͺϽϲ): ͼϥϷͼͺϹϷ, Δ·ϞϘϷϹͺͼϧ. ϤϹϷϟͼϹͼ ϤΛͼϧϥϽ·ϒͼϷϷͼϭϲͿ, ϹΔͼ Δ <i>ϹͼϭϤͼϭϲϲϭͼ·Ϳͼ ΛͼϥϷ</i> ͼϟϤͼ ΔϲͿͼϧϥϽϹͼϭ Ϸϲ ϞϿͼϲϷϽϲͿϲ ͼϤϷͼͺϹϷ Ϥϒͼϧ Δϧͼϥϲ
Chairman: Thank you. Mr. Qammaniq.	<b>Δ•/«ϷϹ</b> · <b>•</b> (ጋኣኦበJና): ናժታ°உ广፞፟ <sup>ኈ</sup> . Γ <sup>៶</sup> ር ናbLσ <sup>ና</sup> <sup>ϧ</sup> .
<b>Mr. Qammaniq</b> : I guess my number one priority would be to have something included in the Act that recognizes the hardship that we endured in the 1940s because it's still affecting us today, even though we don't feel it as much anymore, but our parents' pain, being taken away, being sent somewhere we don't even know. It's still within us.	<b>ʹϧϹϭͺϧ</b> (ϽͺͻϧϽͺϿ;;ͺϧϧͺϹϷϫϧϥͳϭϧϧϹϨϷϭ ΔϿϹͺͽͼϧϧϧϽϿϿͺͺϭϧϧϧϤͳͽϧϲϹϷϧϧϯΓͽ ϹͲͽϥͺ1940 ϤϽͼϧϹ;ϿͺϹͼϭͺͺϥϹͺϷͼϿϹϽͼ ͶϧͻͻͺϥϲͺϿͼϧϹͼϧϤϲϷϣϲ ϤͼϿͼϤͳϿ; Ϸ;ϿϹϽͼͺϫϲͺͺϘϛϒϤͼϧϤ ϲ;ͽϤϲϿ Ϸ;ϿϹϽͼϫϲ ϿϧϿϿϧͼϲϿϤͼϧϽ
I think that if I were to add something in the <i>Education Act</i> , I would say something like "Deploring the past government deemed Inuit of Canada's Arctic uneducated and began to impose formal education in the 1940s, 80 years after being under Canada's jurisdiction and being left alone for all those years, this imposition has had a persistent negative and destructive impact on Inuit education and on Inuit.	Δ/Ľ <sup>‰</sup> /ሰቦ°σሥሪ <i>Δ</i> ሮ°σ <i>ላኘσϲኪσኘ<sup>JC</sup> LշႱኘ</i> Δ⊃ʹϲʹϧ/ϷՈ/Lሏን <sup>‰</sup> Cና, ႱዲLϷϲϷ <sup>‰</sup> /L∜ ርΔነሪ Δሮ°σላ <sup>‰</sup> በናበሏ/ϲ <sup>‰</sup> በናጋቦና Δ۵°σና ላዛሬ 1940 Ċነሪላ ላጋс <sup>‰</sup> በናጋቦና 80-ኴ ላናናህይና አባሪርኦና ႱዲĽነሪግዮ ውና በህΓላϲϷ <sup>‰</sup> /L∜ Δነ/ፈሪናጋበ. ርΔLΔናጋበና⊃ህ ርL°ቂ ለϷ <sup>∿</sup> ቦናጋ ፈናጋΔσኘႱ <sup>‰</sup> ጋና Ϸና⊃Γ Δሮ°σላኘσϲኪσ <sup>‰</sup> ለነረበቦና⊃J.
To help those who suffered from attending schools in the early years, heal their psychological and physical pain inflicted by the federal government. This harsh treatment must be recognized. Only then can we forgive the past and move forward with a better future ahead of us.	ርΔካላ ΔሮዮσላሊላኾበርϷペዾኾኯ፟ዸጚ Δ៦ናናወሻድባካል Δረደጋኾ በፑነቶጋ ደΓናዀርϷደϷናሮ ርΔደΔሮበርϷሬϷናደር ϷዉርϷና ሁペደካሞውና, ርደዮዉ ΔሮኁሊንϷፖደንሊላሮኮ ላንፖዮσሊሬϷዀሮኈሁና ዮህσናበናጋ ላጋሬዾዀፖደና ርΔካልላ Δረደቦዮጵናጋቦና ፖዎσኁኁዀ ΔረደቦኈႱሮናጋJ.
The government will strive to deliver the highest quality of education in Nunavut so that students will be ready to go to post-secondary institutions or workplaces after they graduate from secondary school. If we invest in our children's	ሁペLካdና ለኦσዀሩ፞σና ልሮ ምላንበካካም ልሮ ማፋምር ሲማፑ ነምዖበናበታሲላትና ልሮነምስና ነժ «የታምካካያ ልሮ ምላሲላና የርንድ ያማፋና ልጭ ይፈትና እድ ምላና በርጋ ልሮ ምላና ምዕበካ. ና የጋጭ ነው የ ሲው አር የስታና

education today, Nunavut will have a better future, a brighter one ahead of us. The Nunavut <i>Education Act</i> attempts to reach this goal by passing the <i>Education</i> <i>Act</i> of Nunavut into law."	Ϸ՟ᠴℾ ഛႭႴჼ ჄႴჾჁ៶ჼႦჼႶჃჼσჼჼ៶ϷჾჃჼႦჂჼ ჄჼႼჼჾჼჾჼႱჽჂჾჂ ለϷჾჼჼ៶ϷჾჃჼႱჼ. ഛႭႴჼ ΔႠჼჾჃჼჾჼႱჼ ႱႵჄႶႶႠϷႵჼ ႱႠႱჼႦჼჼႶႠϷჂჾ ϹჼႭ ႱႠႱჼჼ.
That's what I thought.	C∆Ĺ▹ ∆ᠵᡃᠻᡉᠮ᠌᠈ᡋᠵᡟᡐ᠋
<b>Chairman</b> : Thank you very much. Mr. Savikataaq.	<b>∆•/≪⊳ርጭ</b> (ጋኣ̀ኦ∩Jና): ˁdদ°൨Րና፞ጔ•. ୮ጎ୦ ኣልbርં⁰.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. I thank Mr. Qammaniq for coming. Ms. Angnakak asked almost all of my questions, but I just want to dwell on your conclusion about you said that both of your parents never got educated, yet they knew the value of education and they made you go to school and made you finish school.	<b>ኣልᲮር๋ጭ</b> (ጋኣትበJና): ፣dታ°உ广 <sup>ኈ</sup> , Δ <sup></sup> ኦላጆኦር፞ጭ. ፣dታ°ዺ广ጭረናጋ Γጎር ፣bLσጭ ፣bΔጭbኦLና. Γጎ ዻ፣፞፞፞፞፝፝፝ዻ፟፟ <sup>ኦ</sup> ህዉ
Today, we had presenters from the Department of Education, the people who made the system. We had presenters from teachers association, the people who work in the system, and now we have someone who is a product of the system.	Ϸ՟ᠴℾϷϖᡃ᠋᠋ᡠᡝ᠌ልϷᲮርჼᡃᲮϷႱናር ᠘Ლ <sup>®</sup> ᠳ⊲ჼᡃ᠑ᡔ᠌ᠬᢣᡃᢦ ᠺᡄᡳ᠋ᢩ᠕ᡷᠾ᠌ᠣ ᢗ᠘ᡃᢐᡆᢩᡝ᠅᠋ᢪ᠈ᢣ᠋᠅᠘ᡄᢂ᠋᠅᠘ ᠘ᡄᠾ᠋ᠮ᠌᠉᠘ᡄᢣ᠘ᡷ᠋᠄᠋ᡖᠫᡷ᠋᠋ᡃᡷᠺ᠋᠋ᡋ᠋ᠬᢪᢤᡁ᠄᠘᠘ᢧ ᠘᠋᠋᠋᠋ᡃᢦ᠘ᢣ᠉ᠫ. ᢗ᠘ᢩ᠋᠋ᡶ᠈ᡩᠴ᠋᠋᠋ᡗ᠋ᢤᡄᠬ᠌᠌ᡷᡁ ᢗ᠘ᡃᢐᡆ᠌᠌᠌ᢤᡁ᠘ᡄᠾᡗᠣ᠋ᡗ᠋ᢣᡆ᠌᠌ᢣᡁᠮᢪ
I think we need more parents like yours to let people know that there is a value to education and I believe too, just like your parents did, that the only way out of the rut that Nunavut is in is to get educated because there are many jobs up here, but you have to get educated to get them. If we don't educate our people, then we're always going to import workers from the south.	ϹΔ <sup>ϧ</sup> dϿ <sup>,</sup> b Ϥ <sup>,</sup> b, <sup>4</sup> <sup>,</sup> b, <sup>6</sup> <sup>,6</sup> b, <sup>6</sup> <sup>,6</sup> <sup>,6</sup> <sup>,6</sup> <sup>,6</sup> <sup>,6</sup> <sup>,6</sup> <sup>,6</sup> <sup>,6</sup> <sup>,6</sup>
I am glad to see that someone like you succeeded and I know it is hard work and I went out and got educated too. It's hard work, but the end product is good and you know that you have a job now and you're in control of your own destiny. I don't really have a question. It's nice to	<sup>ና</sup> d& ኮጋ∿Ს ᠘ውᢗናႦჼLና bᢣᠯናበ</br ៃ ৩৮২៤ ৩৬ ৫৬/২০০৬ ৩৮৬ ৩৬ ৩৬ ৩৬ ৩৬ ৩৬ ৩৬ ৩৬ ৩৬ ৩৬ ৩৬ ৩৬ ৩৬ ৩৬

see the product of a successful education who is employed, who thinks for themselves, and who's here. I am glad that your parents knew the value of an education. Thank you, Mr. Chairman.	CdלJ <sup>c</sup> LლႱႶJ <sup>c</sup> Δሮ <sup>e</sup> σላ <sup>te</sup> ႶCϷϲϷ <sup>se</sup> /Lל <sup>te</sup> Δ <sup>te</sup> bαΔϞሮ <sup>te</sup> ጋ <sup>te</sup> Δ <sup>l</sup> Γσ <sup>b</sup> Δ/Lל <sup>e</sup> α <sup>te</sup> ጋ <sup>te</sup> Ϸኛጵ <sup>c</sup> ጋ <sup>t</sup> ላ <sup>l</sup> L <sup>t</sup> dኑቦሎb ላሲჲ <sup>b</sup> dႶ <sup>c</sup> Δሮ <sup>e</sup> σላ <sup>b</sup> ላኑϷ <sup>te</sup> ጋΔ <sup>t</sup> ቦ <sup>e</sup> αϲϷ <sup>s</sup> LC Δሮ <sup>e</sup> σላ <sup>t</sup> ቦ <sup>e</sup> α <sup>t</sup> dት <sup>c</sup> <sup>t</sup> dϞ <sup>e</sup> α <sup>tb</sup> , Δ <sup>b</sup> /«ϷϹ <sup>te</sup> .
<b>Chairman</b> : Thank you, Mr. Savikataaq. I'll just take that as a comment. Mr. Mikkungwak.	<b>Δ•거≪ϷϹ·</b> Ϸ(ϽϞϞႶႮ <sup>ϛ</sup> ): <sup>ና</sup> dታ°Ⴍ广Ϸ, Γ <sup>、</sup> Ϲ ኣልbϹ <sup>·</sup> Ϸ. σ·ϲ·ϷႶϷኣጋ∆°Ⴍ·Ϸ. Γ <sup>、</sup> Ϲ ΓΡ°ʹ·ህ⊲ <sup>·</sup> Ϸ.
<b>Mr. Mikkungwak</b> (interpretation): Thank you very much, Mr. Chairman. I would like to thank you for making an appearance before the Special Committee. I have a question on your opening comments. Your community is decentralized, but you indicated earlier that you came from Arctic Bay, which is one of the smaller communities in Nunavut.	<b>ΓΡ°ϞͿϤʹ·</b> Ϸ; ͺͺͺͺ'ͺͺϫͺʹϫϤϫϷ, ϪϷϒϘϷϹʹ·Ϸ. ͺͺͺʹϥ ϹͺͺͺϷͼϧͺͺͼϧͺϫͺϫͺϫ Ϲͺͺϫͺϫͺϫ Ϲͺͺϫͺϫ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
Regarding your education, it is something that we would be envious of. In your opening comments, you indicated that you went to summer school and went to the universities and colleges down south. At that time, who supported you and helped you financially or helped you adjust to southern living? Everything costs money. You came from one of the smaller communities. What kind of support did you get so that you can get adjusted to living in the south? Thank you, Mr. Chairman.	Ρ/ 4σ Ċ ' d4 Δ C ° σ 4 υσ ν / L ό ° Ċ ' Δ C d Γ Δ ° L ', Ρ / 4 σ Δ Δ Δ Α Λ Λ + L > Γ. Þ d4 Ċ ' d4 ▷ ' b Þ / Λ > Λ (, ▷ & σ ▷ ' b Δ ▷ F &  4 ▷ ታ b d Δ C ° σ 4 Λ 4 ° C ' σ ° 4 └ Δ C d Δ ° U Δ C ° σ 4 Λ 4 ° C ' σ ° 4 └ Δ C d Δ ° U Δ C ° σ 4 Λ 4 ° Δ ° 5 ' σ J Λ ° C ' σ ° 5 · C Δ ' / L σ Δ C ° σ 4 Λ 4 ° Λ ' Δ Λ · C ' σ ° 5 · C Δ ' / L σ Δ C ° σ 4 Λ 4 ° Λ ' Δ Λ · C Δ + Δ ▷ + C ▷ 5 · C Δ ' C L ° d ' b Þ > L U Δ ° 5 · Δ ά · Δ Δ + Δ ▷ 5 · C Δ · C C L ° d ' 5 Þ > L U Δ ° 5 · Δ ά · Δ ά σ Δ C ° σ 4 ° σ 4 · Δ · C ' Δ ▷ ' C Δ ▷ + C · 5 Δ 5 · C Δ C ° σ 4 ° σ 4 · Δ · J ° C · C P Č ' J ' 5 Δ Γ · C Δ · C · C · J · S Δ ° C 4 · L Δ ' 5 Δ 5 · Δ 5 · Δ 5 · Λ ° C L · / L Γ <sup>1</sup> · Δ ° Δ C ° σ 4 Λ 4 P 4 · σ · J ° P L ' Δ , Δ ▷ / & P Ċ <sup>5</sup> .
Chairman: Thank you. Mr. Qammaniq.	<b>Δ•/≪ÞϹ</b> ᠬ• (ጋኣ̀ትበJˤ): ˤdᡃᡪᢩ°ႭӶ҅•. ӶѵҀ ˤbLơˤ•.
<b>Mr. Qammaniq</b> (interpretation): Thank you. Thank you for your question. When I was going to be attending school in the south, I thought that once I complete my education, I was going to finish my schooling. That was one of my goals.	<b>ነይLσ<sup>ւթ</sup>: ነժኦഘ<sup>ւ</sup>ଡሰቦና, ነሳኦഘ<sup>ւ</sup>୭ዕበ՟ጋ ላለሲሁልና. Δሮ<sup>e</sup>σላሲላ፣σላኈበ՟ጋ∿ሁ ነይ՟ጋൎዉወና Δ/LᡄϷኈ/LሁL Ϸዉ ለላLኑና Δሮ<sup>e</sup>σላኈርና Δ/ሮቴሜ. ሮ<sup>e</sup>ዉ Δ/Lቦ՞ഘ<sup>ኈ</sup>ኢህ ለዉ/Δ<sup>e</sup>ዉፎϷ<sup>ኈ</sup>/Lሁነሪ ነይ՟ጋ፞ዉወና Δሮ<sup>e</sup>σላሲላሮፎϷ<sup>ւ</sup>ም/L⊀ኈሁ.</b>
At the beginning, the Kakivak Association was the one that gave me	᠕ᡣ᠋᠋᠆᠆ᠴ᠋᠅᠋᠘ᢄᢞᡐ᠖᠋ᠫ᠈ᢣ᠋᠋ᡃᡉ᠋ᠺᡤᡃᡉᢪᠦ

of Nunavut gave me student financial	ϷٔϫϷϞϭ· ΔϧϞʹ <u>Ͻ΅</u> ϼ·. Ϲϧϥϭͺϧ
assistance. I was provided financial support from these two organizations.	ᢆᢆᢔᡆ᠌᠌ᢂᡷ᠖᠋᠖᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
When I was living down south, I couldn receive any financial support anymore, s I sought support from the First Nations organizations. I wanted to complete my education and I didn't want to use the lack of financial resources to be the caus of stopping my education. When I took teacher training, I was able to access funds. When I couldn't get financial support anymore, I started paying for m own way. I didn't want to use any excus to stop my education.	
When I was a child, I was always hungr we were poor, and I was bullied and I didn't want to live in that life all the way through. It gave me the goal of wanting to further my education and become something. I didn't even think about the impediments, the challenges, and so on.	Δ ( Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
I just wanted to focus on my support. M mother, my father, and my sister were also living down south, so I was able to visit them and my friends on occasion. That helped me tremendously when I we living down there.	2 = 2 = 2 = 2 = 0, 220 = 220 = 200
When I was growing up, I didn't stay in one community. My mother is from Hal Beach. My father is from Arctic Bay. When I was five, they separated and so moved from my mother or my father's back and forth to the communities and I think that also helped me break away from the family and move to another location. That has also helped me tremendously.	<ol> <li>\subset \subset \sub</li></ol>
<b>Chairman</b> (interpretation): Thank you. Mr. Mikkungwak.	<b>Δካイ≪Ϸር·</b> Ϸ: ᡅďᠮϷ. Γ <sup>៶</sup> Ϲ Γ₽°୰୲⊲Ⴊ.

financial assistance and the Government

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**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. I thank him for his response. As you mentioned a little earlier, we know that as Inuit, we hunt wildlife for subsistence. As fathers, we teach our children, our sons or our daughters, and we teach them survival skills and hunting, but I don't think it is taught as a subject in school where you get certified or get a diploma or something that indicates that you now know survival skills.

When you were living south, they used their farm animals or farm products for biology and others. Who should be responsible for running those types of programs up here or which organization should be administering that type of program so that people who took those courses got a diploma or recognition of some sort? Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Mikkungwak. Mr. Qammaniq.

**Mr. Qammaniq** (interpretation): Thank you for that question. Thank you, Mr. Chairman. I believe that the schools can handle that because they do the teaching. I believe that Inuit can learn more if they use not only books, but are also able to observe things and other people telling them about those things. It should be done by the educators or through DEAs.

**Chairman**: Thank you. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. Another question I have is, education is something that we strive hard for and we support Nunavut students, Inuit, and we want to make sure that students in **ΓΡ° · J (**<sup>Δ</sup><sup>-</sup>) 4 **(**<sup>Δ</sup><sup>-</sup>) 4 **(**<sup>Δ</sup><sup></sup>

<sup>5</sup>b<sup>5</sup> <sup>3</sup><sup>4</sup> <sup>3</sup>b<sup>6</sup> <sup>4</sup><sup>4</sup> <sup>4</sup>b<sup>7</sup>d<sup>5</sup> <sup>5</sup><sup>4</sup> <sup>4</sup>D<sup>56</sup>C<sup>5</sup><sup>3</sup>D<sup>6</sup> <sup>4</sup><sup>4</sup>C<sup>7</sup>d<sup>6</sup><sup>4</sup>C<sup>7</sup>C<sup>6</sup><sup>4</sup>C<sup>7</sup>C<sup>6</sup><sup>4</sup>C<sup>7</sup>D<sup>6</sup> <sup>4</sup> <sup>4</sup>C<sup>1</sup>C<sup>1</sup>C<sup>1</sup>D<sup>6</sup> <sup>4</sup>D<sup>2</sup>C<sup>1</sup>C<sup>1</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>C<sup>1</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><sup>4</sup>D<sup>6</sup><s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**Δ•/≪ϷϹ·**• (ጋኣ̀᠈∩J<sup>ϲ</sup>): <sup>ና</sup>ሪሃ≏Ⴍ广҆•, ୮ዖ°°ህ⊲<sup>ና</sup>•. <sup>ና</sup>ԵLσ<sup>-ና</sup>•.

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**△°√<>⊂`°** (Ͻϳ→>∩J<sup>c</sup>): 'Ϥ≻°<sub>℃</sub>Ϲ<sub>1</sub><sup>°</sup>, ΓΡ°<sup>°</sup> ຟ⊲<sup>°</sup><sup>6</sup>.

**ΓΡ°•ህ⊲°•**: L'ฉʻ⊃⊲ል•, Δ•/ペϷ<C••. Ϥ└⊃ Ϸ<</td>

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Nunavut get the good jobs. However, in the first part of your letter in the last paragraph, about the high school students and if it's possible, to have them tour universities down south and looking at the school from the fall until spring, that's the school time looking at the school calendar. Which university would they have to look at to help explain it in the north?

Chairman: Mr. Qammaniq.

**Mr. Qammaniq** (interpretation): Thank you, Mr. Chairman. Thank you for that question. In my opinion, the best time would be in the summer. The students learn all year round from fall until springtime. It would be good if they could be brought down south during the summer break because the schools are in the south and there are fewer students down there too because very few students take summer school in the universities.

We could use the university dorms to have Nunavut students stay in them and have them orientated as to what life is like in the university, what's available, where they can go, what kind of accommodations are available, and how the busing system works. I believe that something like that happening in the summertime for Nunavut students, if they could be brought down south, would help a lot.

**Chairman**: Thank you, Mr. Qammaniq. Mr. Mikkungwak.

## Mr. Mikkungwak (interpretation):

Thank you very much. You have already mentioned part of the other question that I have. The summer school that you mentioned, would it be in Iqaluit, Rankin Inlet, or Cambridge Bay? We're all aware Δb
Δc
Δc</p

**△ﻩᠠ᠙ﻩ८੶ﻩ**: Гᡃᢗ᠂᠋ᡃ᠋bLʊᠲ.

ĊŀdϤ ΔᲚ°ͲϤʹϐϷϚ ϽϞϓϐϨϞʹℙʹͲ ΔᲚ°ͲϤʹͽϽΔϚ ϼϥϿ·Γ΅ႱʹͽϽΔϚ ΔσʹϷͽʹϴϹϷϚʹ;Ϟ·ͻͶ··϶·ʹϭϚʹϐϷϷͶϹϷ·ͻͶ·ʹϐϼͽ ΔϹ°ͲϤʹϐʹϚ ΔͰ·ͻʹϷϨϷͼϚϞʹϷϹϷʹʹϾ ϥͿͼʹϧϤϷϟ·ͼϚͰʹϞϳϹ ͼʹϔϚͽ ΔϧͻϹϚ;ϟͿ·ͼϛϭϓϲͼ. ϷʹʹϨ϶ʹϭϚ ϘϟϹϤϧϫ ʹϐϼͽ·ʹϐϷϷͶϹϷͻͶ·ϿʹϛϚ, Ϲʹͼϥ ϤϷϟϧϤ ϼϥϿ·Ϲ ΔϹͼϭϤʹͽϽΔϚ ϹϷϼͼϧϤϷϟͼͼʹϧ<Ϲ ϤϸϤϭͼϧϽϷͿϧʹϧϲ.

**∆°√≪⊳⊂°°** ()<sup>i</sup>,>∩J<sup>c</sup>): <sup>s</sup>d≻°⊡<sup>t</sup><sup>b</sup>. T<sup>v</sup>⊂ TP°°J⊲<sup>c</sup>.

**ΓΡ° ٵۣ<**: L'ዺ<sup>2</sup>\_ጋላል<sup>6</sup>. Ϲ<sup>1</sup>ዺ\_ጋ ላለ<sup>66</sup>dበቦσ⊲ϲႱና. Δͺͺ<sup>6</sup>ႱͿ<sup>c</sup> Ϸ<sup>5</sup>bϷϟͺ<sup>1</sup>Ϛ<sup>5</sup>σ ϤϷϟ<sup>6</sup>d<sup>c</sup> ϹΔL Δϲ<sup>2</sup>σ⊲ͺͺ⊲<sup>66</sup>Ϲ<sup>5</sup>σ<sup>66</sup> Ϲ<sup>1</sup>ዺ Ϸ<sup>5</sup>bϷϟͺͺϲϷϚ<sup>1</sup>σ, Ϸ<sup>5</sup>Ͻበ<sup>5</sup>b<sup>66</sup>ͺϽΓ Δ<sup>5</sup>b<sup>26</sup>σ, Ϸ<sup>6</sup>Γ<sup>66</sup>Ϲσ<sup>5</sup>Γ Ϸ<sup>8</sup>«Ͻ<sup>2</sup>σ<sup>6</sup> Δ<sup>5</sup>b<sup>2</sup><sup>5</sup>ζ<sup>4</sup><sup>5</sup>Γ. Ρζασ <sup>5</sup>bϷϟͿϟΔ<sup>2</sup>αϷϧ<sup>2</sup>C CL<sup>6</sup>d

that the Nunavut teachers all leave during	᠘᠆᠆ᠳᡆ᠋ᢁᡣ᠋ᡗᢣ᠈᠋ᡬ᠘ᡔ᠋᠆ᠴᡆ᠀ᠺ
the summer. They take their breaks. Do	᠘᠆᠆ᠳ᠋ᡆ᠋᠋ᢁᠳ᠘ᡔᡄᢄ᠕᠋᠋ᠬ᠆᠘᠘᠘
you think this should be included in the	ᡏ᠋᠋᠋᠋᠋ᡥᡟᡄᢂ᠋᠘᠄ᡃᠣᠴ᠋᠋᠂ᡄ ᢗ᠋᠘ᠳᡄ
<i>Education Act</i> or would it be just a	۵،۷۷مه،۲۵۰ م،۲۵۰ م، ۵۰ م.
support to the Act? Would the DEAs	᠘᠆ᡨᠣ᠊ᠴ᠊᠆᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂
have to become involved? I guess the	▷°ペ_⊃°ペ ∧ඦ⁻ጉቦʰ∖▷⊃σ, ኄኌኈ, የ⊲
•	
Nunavut government would have to	
become involved. Thank you, Mr.	۵۹ ۵۹ کورون الکار ۲۰۰۰ کور ۵۹ ۲۰۰۰ م ۵۹ کورون
Chairman.	
Chairman: Thank you. Mr. Qammaniq.	<b>Δ•/ペÞር</b> ጭ (ጋኣ፞ኦበJ <sup>с</sup> ): <sup>ና</sup> ሪታ°உ广ঁ <sup>6</sup> . Γ <sup>、</sup> ር ናbLσ <sup>ና</sup> <sup>6</sup> .
Mr. Qammaniq: Thank you, Mr.	
	<b>᠋᠂᠋᠋᠋᠋᠘᠋᠋᠋᠋ᡦ</b> ᠄᠘ᢣ᠘᠋᠘ᢗ᠄᠄᠂᠋᠘ᢞ᠋ᢁ᠋ᡬᡃ᠋᠉
Chairman. Thank you for the question. I	᠈ᡃ᠋ᠯᢞᡆ᠋ᡏᡃᢗ᠋᠌ᢂ᠂᠕᠋ᡅ᠋᠋ᡰ᠕ᢣ᠋᠘᠕ᡩᡄ᠘ᢣ᠋᠋᠋
think it would be important for the	᠘᠆᠋ᠳᠣᡏᡃ᠑᠆᠋᠋ᡊᢣᡃᢦ᠋ᡏ ᢗ᠘᠌᠋᠋᠋᠋᠋ᠺ᠆ᢑ᠋᠋᠘᠘᠘
Department of Education to take this on.	
I know that teachers go on holiday for the	ΛΡυμ <sup>5</sup> <sup>1</sup> Δρυμ <sup>5</sup> <sup>1</sup> Δρυμ <sup>5</sup> <sup>1</sup> Δρ <sup>2</sup> Δρ
whole summer. I think it would be a good	$\Delta C \Delta S S S S C A A A A A A A A A A A A A A A$
idea to hire some other [teachers] to teach	5ΔC)σt 4×2/°°°C)σc σ245556L°UC
these kinds of courses because it's very	502250 1 F1 1 50 0F11102 0C 5024( r
important for academic students to have a	
variety of courses they can choose from.	
If they can't find that in their	ᠴᡆᡄ᠋ᡃᢛ<ᢂᡔᢑᡃ᠘᠘᠙ᡅᡔᢒᡄ᠘ᢤ
communities, maybe perhaps they can go	
to Nunavut's major hubs like Cambridge	
Bay. A group of students from the	
Kitikmeot region could go to Cambridge	
Bay, let's say maybe at least 20 students,	᠘᠆ᢣᡣᢗᢦ᠋᠋ᠴ᠘ᡰᡆᢑ᠋ᡫ᠂ᡏ᠋᠋ᡔᡗ᠆ᠴ᠘ᡰᡆᢑᠾ᠂ᡏᠫᡆᢛ
and then they can take courses like	ద౯ౖౖౖౖన⊃ది౬్ౖరా.
Physics 30 or Chemistry 30, which might not be available in their communities.	
not de available in their communities.	
I think it would be the Department of	
-	
Education's responsibility.	᠕᠆ᡅ᠋᠊᠋᠆ᡧ᠋᠋᠋᠋ᡃ᠋᠆ᡘᡃᢑᠫᡊᢣ᠋ᠮ
Chairman: Mr. Mikkungwak.	<b>∆⊳୵≪⊳⊂⁵</b> ⊍: ୮୯୯ ୮₽°∿ป⊲⁵⊳.
Mr. Mikkungwak (interpretation):	
Thank you very much, Mr. Chairman.	
Thank you. This one will not be a	<b>୮ዖ° ህላኈ</b> : L'௳՟⊃ላል▷, Δ▷ፖ᠙▷ርኈ. ላၬL⊃
question. However, you are a very good	L'فڬلعهي ٢ ٩٨٣٩٩٩ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢
role model and you wrote the letter quite	ᠻᠡᡧ᠋᠋ᠦᡄ ᢗᢂ᠋ᡶ᠋ᡰᢣᠻ᠕ᡃ᠋ᡃᡝᠫᠴᢉ᠙ᢂ᠋᠋᠆ᡬᡃᡆ
freely. I am very happy about it and about	ᡣᡣ᠋ᠺᢦᢂᡣᡓ᠉᠘ᡩᢂᠴᢄ᠆ᡎᡀ᠘᠖
the fact that you considered how	∩∩ናჼჂჂ⊐⊲⊂⊳ናልና ՙᲥል⊲ሥ>∿Ⴑ. ⊲ၬL౨
assistance provided to Nunavut students	᠘᠍᠘᠘ᢛᢣᢛᢣᢄ᠋᠖ᡷ᠄ᡋ᠊᠋ᠴᢛ᠂᠘ᠸ᠆ᡆ᠋᠕ᡧᢄ᠉᠘ᠺ
1	ᠣᡆᢀᢉ

can be improved. It would be great if many people were watching, but the Committee will be considering things that you thought about and put on paper along with the other groups.	ለኆ፦ሮኈጛ፞ኁኌዻኄዀኄር ር፟፟፝፞ዾ ኄ፟፝፝፝፝ል፝፞፞፞ዻኯ፟በዮ፝ዸዹዸ፟፟ዀ፞ጜኯ ዻፑሥ ርዾጋሁታ፨ሩር ኄ፝፝፝፝፝፝፝፝፝፝፝ፚዻዄ፟፟፟፟፟፟፟፟፟ ር፟፟፟፝፝፝ቔ፞ዻ ፚኯ፟፝ዾጜዀኯ፟፟፟፟፟ኯኯኯኯኯኯ ይበዸኯጜ፟፟፟፟፟፟፟፟፟፟ በፑዾኆ ለሮኊኄበቦጔዮ.
I would like to end by saying that I'm from Baker Lake, we live inland, and you're coming from one of the smaller communities. Thank you very much for being brave enough to write this letter, and we know that you will be helping the students of Nunavut. Thank you very much, Mr. Chairman.	ΡϞႸʹϲ·ʹͽʹϚͳϷϷϚϧϿϲϥϚͽ϶ʹϧͺϷϚϧϷϒͱϭϷ ϥϽϛͻϞϧϲʹͼ·ͼϧϲϷϲͻϲϥ;ϹϷϹϷϧϹ ϼͼϪͼͼϚϷϹϷϧϹͺϼͼϲϚϲϲϭͼϫϳͼϧϒϹͶϚϿͶͼ ϹʹͼϛϿϤϭϷ, ϹϭϧϒϧϫϧϲϲϤͼ;ϿϤ ͶͶϲͼ;Ͽϲ ϒϿϭͼϒϧϧϧϧϧ ϒϿϲͼϒ;
<b>Chairman</b> : Thank you, Mr. Mikkungwak, for that statement. I have no more names on my list.	<b>Δ•/ኆϷርና•</b> (ጋኣኦበJና): ናdኦ°ዺቮ•, Γኑር Γዖ°ኄJላኈ. ኦናbኦ/ጋΔ°ዹኈ.
Actually, all of my questions have been asked already, but I just wanted to take this time and really thank you, Mr. Qammaniq, not only for writing this to the Committee and for coming down and presenting to us, but I think, like Mr. Mikkungwak said, you are a role model for other youth and like he said, I hope there are a lot of people who are watching this.	<ul> <li></li></ul>
When I go to talk in schools, I try and emphasize to the students that they have so many options and opportunities available to them and like you said, health, housing, a lot of the challenges that Nunavut goes through can be alleviated through education. The better educated populace we have, it will move Nunavut forward. I think you are a brick in that wall of moving Nunavut forward.	ϷʹͽϲϹͺϹͺϤϫϿϲϲϚϪͺͺϤͺϫͼϫϿ Ϥͼ; Ϥͼ; Ϥͼ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
I just wanted to thank you very much for coming down and presenting here. You're a very good young man. Thank you.	ϹΔLΔ°σ∿Ⴑഛና ՙd৮°ዺΓ፞፞፞፞፞፞፞ኯ፟፟፝፝ዾዸ፟፟፟ኯ፝ዾ ՙbΔ๙°ฉኈ፞፝፝፝፝፝፝ኯ፟፟፟፟፝፝፝ኯፚኯ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ጜ ፚዾ፞፞፞፟፟፟፟ፚንናႶዻ፝፞፞፞ዺ፞ጛ፞፟፟፟፟፟፟፟፟፟፟፟፝፝፝፝፞፞ጛኯ፝ዀ

Just before we go, I would invite you to have any closing comments that you may want to present to the Committee just to finish things off. Mr. Qammaniq.	LጋϞ≺∩ኄᲮʔLᅆσʔልና. Γነር ኄbLσኈ.
<b>Mr. Qammaniq</b> : Thank you, Mr. Chairman. Only 25 percent of children entering kindergarten are graduating from high school. That number needs to be dramatically increased. Parents have to ensure that their children are graduating from high school so that it won't be so difficult in the near future.	<b>ነይይσና</b> (ጋኣትበጋና): ናਰታ° ជቮ, Δኑፖ ላንሮ ፍላ ዮር ፍ< Δ° ዉጋΔ° ዉዮና ፖንሶ Δሮ° σ ላር ኣዮጋና Δፖርትፖ ላና ሬርዮ σ ላል አላ ዋኮ. ርሆ ዬ ላር ፖንሲ ላና የድር ሲዮስ ላን ተላቸን ሲንድስ ላን ተላቸን የጋና የ የ የ የ የ የ የ የ የ የ የ የ የ የ
The school dropouts spend their whole lifetime going to school only to end up quitting. Most of these people drop out when they are almost done. Students need support, especially when they're nearing completion. It sucks to see people drop out and waste their whole lifetime effort and never return to finish. I hope that we will start producing competent high school students in the near future.	ΔϚ <sup>®</sup> σϤσ <sup>\$</sup> Γ <sup>b</sup> LϷαϽΔ <sup>®</sup> α Δ <sup>®</sup> b <sup>5</sup> b <sup>6</sup> C <sup>®</sup> D <sup>6</sup> Δά/ϲĹΓσ Δς <sup>®</sup> σϤ <sub>Λ</sub> Ϥ <sup>5</sup> b <sup>6</sup> C <sup>4</sup> <sup>3</sup> U <sup>1</sup> LC LϷαϽΔ <sup>®</sup> α <sup>5</sup> Δ <sup>®</sup> b <sup>5</sup> c <sup>®</sup> D <sup>5</sup> . Č <sup>b</sup> dϤ ϤΓζ <sup>6</sup> Δ <sup>®</sup> b <sup>5</sup> P <sup>®</sup> D <sup>6</sup> Δζ <sup>2</sup> c <sup>6</sup> Ω <sup>4</sup> σ <sup>4</sup> D <sup>5</sup> D <sup>6</sup> . Δζ <sup>®</sup> σ <sup>4</sup> <sup>6</sup> <sup>h<sup>6</sup></sup> Δb <sup>4</sup> <sup>8</sup> CϷ <sup>5</sup> b <sup>6</sup> C <sub>Λ</sub> d <sup>2</sup> <sup>6</sup> , Λ <sub>2</sub> d <sup>8</sup> D <sup>7</sup> Δζ <sup>2</sup> c <sup>8</sup> σ <sup>4</sup> c <sup>6</sup> h <sup>6</sup> D <sup>6</sup> . 4Δ <sup>2</sup> C <sup>3</sup> U <sup>8</sup> D <sup>5</sup> Cd <sup>2</sup> D <sup>6</sup> LϷαϽΔ <sup>®</sup> α <sup>8</sup> Δ <sup>8</sup> b <sup>5</sup> D <sup>5</sup> ζ <sup>2</sup> <sup>4</sup> <sup>9</sup> CP <sup>4</sup> <sup>3</sup> U <sup>5</sup> D <sup>6</sup> D <sup>5</sup> Δάζ <sup>2</sup> C <sup>1</sup> Λζ <sup>2</sup> L <sup>3</sup> <sup>6</sup> <sup>6</sup> D <sup>6</sup> . σΛ <sup>2</sup> <sup>6</sup> C <sup>4</sup> <sup>6</sup> D <sup>6</sup> Δζ <sup>2</sup> c <sup>5</sup> b <sup>6</sup> N <sup>4<sup>8</sup></sup> D <sup>6</sup> Δ <sup>2</sup> c <sup>8</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>7</sup> <sup>6</sup>
Thank you for allowing me to speak.	᠂ᡃ᠋᠆ᡩᡄ᠊ᢪᢩ᠂᠋ᠣ᠆ᢅ᠆᠆ᡨᢩᢁ᠋᠃ᠳᢕᡄ᠘᠘᠘
<b>Chairman</b> : Thank you for attending. Just for everyone's information, we will be starting tomorrow at 9:00 a.m. with	<b>Δ•/ペÞርጭ</b> (ጋኣኦበህና): <sup>ና</sup> d৮°உ广՟_ጋ Þ <j°ฉ<sup>ኈዯዸLሁልና.</j°ฉ<sup>
Nunavut Tunngavik Incorporated, but we also have Mr. John Wilson, Ms. Margaret Joyce, the coalition of DEAs, and Mr. Adam Fisher throughout the day tomorrow, so we have a very busy day ahead of us tomorrow and we will see everyone here at 9:00 a.m. Thank you.	<sup>۱</sup> ۱۵۵ ۱۹ ۱۹ ۱۹ ۱۹ ۱۹ ۱۹ ۱۹ ۱۹ ۱۹ ۱۹ ۱۹ ۱۹ ۱۹
>>Committee adjourned at 17:18	>>b∩Lσ® σ®b®ጋ® 17:18Γ